ECME 103 Health, Safety & Nutrition (2 credit hrs.)

INSTRUCTOR: Helen Forte; he234@unm.edu  575-779-3413

COURSE DESCRIPTION

This course 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 indoor and outdoor learning environments for young children. The course examines the many scheduling factors that are important for children’s total development, healthy nutrition, physical activity, and rest.

REQUIRED TEXTS: (For sale at UNM-Taos On-line bookstore)


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 (see Common Core Content manual). 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. B1

Articulate an understanding of indoor and outdoor learning environments that provide opportunities for children to put into practice healthy behaviors (physically, socially and emotionally). B2

Use appropriate health appraisal and management procedures and makes 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 discussions 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 appropriate 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

COURSE REQUIREMENTS

- **Attendance and participation** -- You are expected to attend and actively participate in all classes sharing your creative ideas, useful information, meaningful activities, appropriate classroom materials, books, professional journals, articles, etc. Please feel free to share your thoughts, comments, questions, ideas, frustrations and problems. You are encouraged to get acquainted with other class members; they are a valuable resource for your learning. It is mandatory that you be courteous and respectful to everyone in class.

**Dropping or failing** -- Students may be dropped from the course by the Instructor after a third absence. Third and fourth absences will only be allowed for good cause and must be followed by a two page report on the topic of the missed class, using the textbook chapter and the notes of at least two class-mates. This must be done within two weeks of the absence. Any student with five absences, for whatever reason, will be dropped from the Course and given a "W" or "WP", depending on the grade they have earned up to that point in the semester. Due Process:
If you have any problems in the class that cannot be directly handled by talking with the instructor, the appropriate person to contact is the Academy Head.

- **Textbook readings**-- Weekly readings have been organized to coincide as much as possible with in-class content. In specific areas, however exact correspondence is not possible. To benefit most from the readings, it is recommended that you read the assignment during the week specified. Readings may come from the text, and class handouts, and are to be completed prior to class.

- **Exams:** There will be a mid-term group project and a final open book examination. You will need your notes from class for this examination. If you
miss class you must make sure you get copies of notes and assignments from a classmate.

- **Student Reflective Journal** -- A journal is an ongoing account of your learning experiences relative to topics and activities of this class. The purpose of this opportunity is for you to synthesize your class experiences, to reflect on personal development and to expand your own learning experiences. It should also provide me with insight into your knowledge, feelings, experiences, interests, and curiosities. Through writing in your journal you will have an opportunity to think about class discussions and textbook readings and compare these to your own beliefs. I will supply a journal theme each week.

- **Eleven journals are required during the semester.**
  Five journals must be handed in by class # 8 or you will receive a “student alert”.

**Assignments**

Choose 1 from each pair of assignments listed below. Details and grading rubrics will be given in class.

**Assignment 1**

Either - Evaluate an Early Childhood setting through observation and a 6 page written report including health, safety & nutritional practices, and indoor & outdoor physical/gross-motor activities, plus a diagram of the classroom and outdoor setting.

Or - Plan one week’s menu of nutritional snacks and meals that are developmentally appropriate and culturally relevant for a particular classroom. Bring one snack to demonstrate and share in class.

**Assignment 2**

Either - Prepare a portfolio to include one month of pre-school activity plans (20) of developmentally appropriate activities that teach health, safety & nutrition topics and are culturally relevant to a particular classroom and age-group.

Or - Develop a "Wellness Book" based on sound developmentally appropriate practice to include the following: Recognizing & reporting child abuse, Four activities that promote good health choices for young children, A list of ideas for good health, safety & nutritional practices in early childhood settings, A list of developmentally appropriate ideas for indoor & outdoor physical/gross-motor activities in early childhood settings, Two journal articles (with short reviews) that address issues of wellness for young children (one about adaptations for children with special needs),
A one page (typed) statement on the importance of acquiring wellness principles for lifelong health, and any other forms, policies, and articles that are relevant to wellness in Early Childhood.

**Extra Credit** - Complete "Basic First Aid" & "Infant/Child CPR". Must present Red Cross Card dated in this semester.

**GRADING POLICY**

Grades will be based upon attendance, participation in class activities, reflection journals, and assignments.

- **Attendance & participation** 20 points x 15 classes -- 300 points
  **INCLUDING class activities stipulated in syllabus**

- **Reflection Journal** 10 points x 11 classes = 110 points

- **Assignments** 2 @ 190 points each -- 380 points

- **Midterm Exam** = 100 points

- **Final Exam** = 100

- **Class Reaction Form** = 10 points

**Letter Grades:**

- 970-1000 = A+
- 930 – 969 = A,
- 900 – 929 = A-
- 870 – 899 = B+
- 830 – 869 = B,
- 800 – 829 = B-
- 770- 799 = C+
- 730 – 769 = C
- 700 – 729 = C-
- 650 – 699 = D+
600 – 649 = D,

Below 600 = F

ADA (Americans with Disabilities Act):
In accordance with UNM Policy 2310 and the Americans with Disabilities Act (ADA), academic adjustments may be made for students with disabilities. Accessibility Services, at the Center for Academic Success and Achievement (CASA), coordinates accommodations and services. If you have a disability for which you may request academic adjustments and have not registered with their office, please do so as soon as possible. Also meet with me (Diego Trujillo) privately to discuss your specific accommodations needs and how they relate to course expectations and assignments. CASA is located on the Klauer Campus and can be reached at (575)737-3695.

Academic Integrity
The policy of the University of New Mexico -Taos is that academic honesty is one of the basic steps toward personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of evaluations, submitting work of another person or work previously used without informing the Instructor, or tampering with the academic work of other students. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog or online at http://taos.unm.edu.

• Late Work: All work must be turned in by its due date. Work turned in the day after it is due will be reduced in points by 50%. 5% will be deducted each subsequent day it is late.
• Dropping the course: It is the student’s responsibility to drop a course. The instructor is not required, nor should be expected, to drop a student from the official roster. Do not assume that failing to come to class will result in your being dropped from the course.
• Due Process: If you have any problems in the class that cannot be directly handled by talking with the instructor, contact Gary Atias, ECME Dept Chair at 737-6235.

ECME 103 TENTATIVE COURSE OUTLINE: Note: dates and topics are subject to change.

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<thead>
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<th>Date</th>
<th>Topic &amp; Activities</th>
<th>Readings</th>
<th>Assignments due</th>
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<td>1) 8/19/14</td>
<td>Introductions&lt;br&gt;Review Syllabus&lt;br&gt;Safe Environments</td>
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<td>Date</td>
<td>Topic</td>
<td>Chapter(s)</td>
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<td>2) 8/26/14</td>
<td>Indoor Safety</td>
<td>Chapters 1&amp;2</td>
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<td>3) 9/2/14</td>
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<td>4) 9/9/14</td>
<td>Emergency Response Procedures</td>
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<td>5) 9/16/14</td>
<td>Promoting good Nutrition</td>
<td>Chapter 5</td>
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<td>6) 9/23/14</td>
<td>Providing good Nutrition. Menu Planning and Food Safety</td>
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<td>7) 9/30/14</td>
<td><strong>Guest Speaker: Dana Vasquez</strong></td>
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<td>NM Licensing requirements for health, safety &amp; nutrition.</td>
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<td>8) 10/7/14</td>
<td>Promoting good health</td>
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<td>9) 10/21/14</td>
<td>Tools for promoting good health</td>
<td>Chapter 9</td>
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<td>10) 10/28/14</td>
<td>Infection control</td>
<td>Chapter 10</td>
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<td>11) 11/4/14</td>
<td>Illness and health care</td>
<td>Chapter 11</td>
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<td>Video: &quot;Common Childhood Illnesses&quot;</td>
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<td>12) 11/11/14</td>
<td>Child Abuse &amp; Neglect</td>
<td>Chapter 12</td>
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<td>13) 11/18/14</td>
<td>Special Topics: Children with special needs. Inclusion &amp; Implications</td>
<td>Chapter 13</td>
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<td>14) 11/25/14</td>
<td>Curriculum Lesson Plans</td>
<td>Chapter 15</td>
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<td>15) 12/2/14</td>
<td>Developing effective policies. Advocacy</td>
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<td>12/9/14</td>
<td>Make-up day if necessary</td>
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