

**Reedley College: Department of Early Childhood and Education**  
**ECE 6: Health, Safety & Nutrition in ECE | Section: 55812 | Spring 2022 | 100% Online**

**Instructor:** Lauren Anderson, MAT

**Phone:** (530) 638-0731

**Email:** [lauren.johnson1@reedleycollege.edu](mailto:lauren.johnson1@reedleycollege.edu)

**Communication Preference:** Canvas Messenger, Text, SCCC email

**Availability:**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
By appointment only	5:30-7pm zoom / phone by appointment  7 – 9pm, Canvas, Text	7 – 9pm, Canvas, Text	5:30-7pm zoom / phone by appointment  7 – 9pm, Canvas, Text	7 – 9pm, Canvas, Text	5:30-7pm zoom / phone by appointment  7 – 9pm, Canvas, Text	By appointment only

\*Grading will happen after assignments are turned in and most often on the weekends.

\*\***I will usually be unavailable Monday – Friday from 7am – 4pm**; occasionally, I answer messages during my breaks at work but please follow the schedule provided above.

**Course Description:** This course covers an introduction to the laws, regulations, standards, policies and procedures and early childhood curriculum related to child health, safety and nutrition. Topics include prevention, detection, and management of communicable disease; medical issues associated with disabilities and chronic illness; physical health; mental health and safety for both children and adults; collaboration with families and health professionals. Integration of the concepts discussed into planning and program development for children ages 0 to 5 will be emphasized. (A, CSU) (C-ID ECE 220).

**Course Learning Objectives (CLOs):**

1. CLO 1: Identify laws and regulations supporting health, safety, and nutrition in early childhood settings.
2. CLO 2: Plan learning experiences on the topics of health, safety, and nutrition.
3. CLO 3: Plan economical and nutritious meals and snacks based on the age and individual needs of children.
4. CLO 4: Describe a caregiver's role and responsibility in modeling good health, safety, and nutrition habits.
5. CLO 5: Define the broad concepts of health, safety, and nutrition.
6. CLO 6: Identify health and safety risks in early childhood settings.

**Student Learning Outcomes (SLO's):**

1. CHDEV-6 SLO1: Describe strategies used to promote health, safety, and nutrition of children and adults in early childhood settings.
2. CHDEV-6 SLO2: Evaluate environments for both positive and negative impacts on children's health and safety.
3. CHDEV-6 SLO3: Identify regulations, standards, policies, and procedures related to health, safety, and nutrition in early childhood settings.

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**Required Textbook and Materials:**

- Open Educational Resources (OER) and Zero Textbook Cost (ZTC) – this means there is not a textbook required.
- Regular use of Canvas
- Regular use of RC email

**Class Performance Expectations:**

- Active Participation: answering prompts, providing responses and opinions, and engaging in meaningful conversation with peers; this may be done through small and large group discussions, classroom activities, etc.
- Complete Reading Assignments: read material prior to discussions, quizzes, and assignments
- Utilize Tutoring: if necessary, seek tutoring for academic support

**Students with Disabilities:** Upon identifying themselves to the instructor and the college, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Disabled Student Programs and Services (DSPS) – (559) 638-0332

**Academic Success:**

To succeed at the collegiate level, please utilize the college services that are available to all students. These services include: Tutorial Center, Writing Center, Disabled Student Services, Computer Lab, Library, and Counseling Services. The instructor will comply with the requirements of the Americans with Disabilities Act (ADA), by appropriately accommodating any student with verified disabilities

**Canvas:**

Students are expected to complete all assignments, readings, exams, quizzes, correspondence, etc. through Canvas. The instructor is not responsible for technological challenges. Students need to contact the help desk at (559) 637-2555.

**Attendance and Participation Policy:**

Face-to-face instruction often requires signing in during a class session. Although this course is online, attendance will be measured through timely participation in online check-ins, discussions, quizzes, assignments, and so on. It is expected that students spend the required time reading materials, responding to peers, and completing assignments through Canvas. **If a student misses 2 weeks of instruction online, the student may be dropped by the instructor and receive no credit for any work completed.** If a student messages the instructor PRIOR to missing online instruction, the absence may be excused. If a student does not contact the instructor prior to missing class, the student will be marked absent. Students who enroll late (after the first 7 days) will not be able to make up any work.

**Communication:**

Course communication must be conducted through the Canvas Messaging System. If you prefer face-to-face support, please request this time through a Canvas message and I can schedule a Zoom meeting. I will usually not answer calls because my children will loudly join the call;

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phone calls will need to be scheduled to ensure quality. I will not be able to answer texts immediately but may respond to them after 7pm.

**Weekend Hours:**

I may answer questions on the weekends; however, I will not guarantee availability.

**Participation / Accountability:**

In an online learning community, respectful expressions of opinions and viewpoints are expected in both individual and group participation. Respectful responses are also submitted on time, so that peers have adequate time to respond thoughtfully. Disrespectful behavior can occur in a virtual classroom and will be dealt with on a case-by-case basis; disrespectful behavior may result in a loss of points or further disciplinary action.

**Late Assignments:**

All assignments are to be turned in on time. This allows quality and timely grading, instructor feedback, and meaningful peer interaction(s). Initial discussion board posts, writing assignments, and other work may be turned in late with a daily 25%-point deduction. If you contact me prior to the assignment due date, an extension may be provided. **There will be no late work accepted after week 16 and the final will not be accepted late—no exceptions.** If you cannot complete the final, we can review the qualifications for an incomplete.

**Writing Expectations:**

Our course will follow APA formatting; if you need assistance in this area, there are examples and resources available in our Canvas course, as well as the Reedley College tutorial center. Rubrics outlining writing expectations for each written assignment will be provided to students.

**Cheating and Plagiarism:**

The 2021-2022 Reedley College Catalog states:

*“Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another’s work, supplying one’s work to another, giving or receiving copies of examinations without an instructor’s permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely. Plagiarism is a specific form of cheating: the use of another’s words or ideas without identifying them as such or giving credit to the source.*

*Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights. Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on the particular*

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*examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents.”*

When beginning our course, reading the information regarding cheating and plagiarism is a module requirement. Penalties for cheating and plagiarism range from a “0” or an “F” on an assignment, paper, quiz, exam, or project, through an “F” in the course. Determinations are made at the discretion of the instructor.

**Disruptive Virtual-Classroom Behavior:**

Student conduct that disrupts the learning process will not be tolerated and may lead to disciplinary action. This includes but is not limited to discussions, Canvas messages, and interactions between students. Students will be provided information concerning proper “Netiquette” and this will be the expectation for online student-to-student and student-to-instructor interactions.

**Starfish – “Get on the Path to Student Success”**

In this course, you will likely receive alerts from Starfish.

This system supports you throughout the semester and connects you to counselors and instructors to make sure you are on the path for success. I highly recommend you use visit this [page](#) on our website for more information and tips on using Starfish.

***DISCLAIMER: Due dates and point values are subject to change pending the discretion of the instructor. It is always the student’s responsibility to confirm due dates via Canvas and contact the instructor if there is a discrepancy.***

**Course Outline:**

1. Interrelationship between health, safety, and nutrition
  1. Defining physical and mental health
  2. Defining safety
  3. Defining nutrition
2. Laws, codes, regulations, and policies
  1. Fire and health codes
  2. Title 22
  3. Title 5
  4. Emergency Medical Services Authority
  5. Municipal requirements
  6. Food programs
  7. Child abuse and neglect
    1. Mandated reporting
    2. Prevention strategies
    3. Community resources
3. Safety management

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1. Safe environments
2. Prevention and care
3. Emergency preparedness response and recovery
4. Car seats
4. Health management
  1. Universal precautions
  2. Food safety
  3. Infectious process
  4. Illness and exclusion policies
  5. Sleeping and napping
  6. Diapering and toileting
  7. Daily health check
  8. Health assessment tools
  9. Staff safety and well being
    1. Risk management
    2. Employee policies
      1. Physical health
      2. Mental health
5. Common health issues such as pink eye, lice, and runny nose
6. Chronic and acute illnesses such as allergies, mental health, and obesity
7. Teacher as role model of best health safety, and nutrition practices
8. Collaboration between teacher and families to promote health and safety
  1. Communication
    1. Families
    2. Other health professionals
  2. Community resources
9. Meals and snacks
  1. Nutrition guidelines
  2. Diet analysis
  3. Mealtime policies
  4. Menu planning
  5. Budgeting
  6. Culture, traditions, and family choices
  7. Sanitary food handling
10. Planning learning experiences in health, safety, and nutrition
  1. Developmentally sound practices
  2. Cultural, linguistic, and developmental differences of families, teachers, and children
  3. Integrated into daily routines
  4. Physical fitness
11. Adjusting for
  1. Various ages
    1. Infants and toddlers
    2. Preschool
    3. School age
  2. Children with special needs

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3. Medical needs
4. Interventions

**Important Dates | Spring 2022**

Please visit the [Academic Calendar](#) on the Reedley College website.

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***Course Assignment Schedule for Spring 2022***

	Quizzes	Points	Discussion Boards	Points	Assignments / Observations	Points	
<b>Week 1:</b> <i>Syllabus &amp; Course Info / Avoiding Plagiarism</i>	Syllabus Quiz – due 1/15	15	Introduction Post – initial post due 1/13	10			
<b>Week 2:</b> <i>Introduction to Wellness</i>	Unit 2 Quiz – due 1/22	15	Unit 2 Post – initial post due 1/19	10			
<b>Week 3:</b> <i>Wellness Factors</i>	Unit Quiz 3 1/29	15	Unit 3 Post – initial post due 1/26	10			
<b>Week 4:</b> <i>CA Community Care Licensing</i>	Unit 4 Quiz – due 2/5	15	Unit 4 Post – initial post due 2/2	10			
<b>Week 5:</b> <i>Nutrition</i>	Unit 5 Quiz – 2/12	15	Unit 5 Post – initial post due 2/9	10			
<b>Week 6:</b> <i>Failure to Thrive</i>			Unit 6 Post – initial post due 2/16	10			
<b>Week 7:</b> <i>Obesity in Childhood</i>			Unit 7 Post – initial post due 2/23	10	Assignment: Obesity Scenario, due 2/26	25	
<b>Week 8:</b> <i>Infants &amp; Feeding (1)</i>			Unit 8 Post – initial post due 3/2	10			
<b>Week 9:</b> <i>Infants &amp; Feeding (2)</i>	Unit 9 Quiz – due 3/12	15	Unit 9 Post – initial post due 3/9	10	Assignment: Infant Scenario, due 3/12	25	
<b>Week 10:</b> <i>Feeding Toddlers, Preschoolers, and School-Age Children</i>	Unit 10 Quiz – due 3/19	15	Unit 10 Post – initial post due 3/16	10			
<b>Week 11:</b> <i>Menu Planning</i>			Unit 11 Post – 3/23	0-*10	Assignment: Menu Planning, due 3/26	25	
<b>Week 12:</b> <i>Physical Development &amp; Health</i>			Unit 12 Post – initial post due 3/30	10			
<b>Week 13:</b> <i>Health Topics in Practice</i>			Unit 13 Post – initial post due 4/6	10			
<b>Week 14:</b> <i>Healthy Environments</i>	Unit 13/14 Quiz – due 4/23	15	Unit 14 Post – initial post due 4/20	10			
<b>Week 15:</b> <i>Inclusive Practice</i>	Unit 15 Quiz – due 4/30	15	Optional Discussion Board	0			

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<b>Week 16:</b> <i>Early Childhood Safety</i>	Last Quiz, Due 5/7	15	Unit 16 Post – initial post due 5/4	10			
<b>Week 17:</b> <i>Child Abuse &amp; Neglect</i>				10	Final Assignment, due 5/14	120	
<b>Week 18:</b> <i>Reflections</i>			Unit 18 Post (no replies needed)	0-*30 points			
<b>*Extra Credit – up to 40 total points calculated into the scores</b>							
		Total		Total		Total	<b>Total Course Points</b>
		150		150-190		195	<b>495-535</b>

**Grading Scale**

Components		Total Raw Points	Letter Grade	Points / Percentage
Assignments	195	445.5 - 495+	A	90-100%
Quizzes	150	396 - 440.55	B	80-89%
Discussions	150-190	346.5 - 391.05	C	70-79%
Total	495-535	297 - 341.55	D	60-69%
		0 - 292.05	F	0-59%

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