



## COURSE OUTLINE: ED0124 - HEALTHY FOUNDAT CICE

Prepared: Lorna Connolly

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	ED0124: HEALTHY FOUNDATIONS IN ECE FOR CICE
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Semesters/Terms:</b>	19F
<b>Course Description:</b>	This course involves the study of health, safety, and nutrition in relation to the needs of young children. Occupational Health related to the work of the ECE will also be explored. Also to be studied are the professional roles related to child abuse and domestic violence issues with a focus on reporting procedures and working with families.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	45
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Essential Employability Skills (EES) addressed in this course:</b>	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 3 Execute mathematical operations accurately.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>
<b>Course Evaluation:</b>	Passing Grade: 50%, D
<b>Books and Required Resources:</b>	<p>Healthy Foundations in Early Childhood Settings by Pimento, B., Kernersted, D. (2015) Publisher: Nelson Edition: 6th ISBN: 9780176739171</p> <p>Ontario Regulation 137/15 Child Care and Early Years Act, by Ontario Ministry of Education <a href="http://www.ontario.ca/laws/regulation/r15137#top">http://www.ontario.ca/laws/regulation/r15137#top</a></p>



SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554

**Course Outcomes and Learning Objectives:**

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Establish safe and healthy environments and practices in early learning programs	1.1 describe safe and healthy indoor and outdoor environments which meet requirements of current legislation, regulatory bodies and program policies 1.2 apply regulations of Occupational Health and Safety Act and Ministry of Labour as it relates to the work of early childhood educators 1.3 demonstrate awareness of health and safety policies and evidence-based practices in early learning programs 1.4 identify the impact of personal health practice in the area of occupational health on the role of the early childhood educator 1.5 analyze personal health practices and recognize their importance in modeling to children a healthy lifestyle 1.6 obtain certification in anaphylaxis training, worker health and safety awareness training and workplace violence and harassment training
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Analyze effective techniques to promote wellness and to manage and prevent health conditions among young children	2.1 research current health issues and design health promotion action plans 2.2 analyze the benefits of healthy physical activity for children 2.3 convey accurate information about health conditions and illnesses that occur in childhood 2.4 identify evidence-based practices that prevent the spread of illnesses and strategies to manage illnesses that occur in early learning programs 2.5 identify the responses required related to unsafe and emergency situations, including anaphylaxis 2.6 support the development of children's physical and mental health and well-being by promoting healthy patterns of eating, physical activity, sleep and personal care
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Identify the critical elements for ensuring child safety in environments for young children.	3.1 explore practices that enhance safety and accessibility 3.2 identify children's need to take reasonable risks, test limits and gain independence and self-confidence 3.3 identify environmental hazards in early learning programs 3.4 identify the adult role in ensuring a safe learning environment 3.5 explore working with parents to ensure maximum child health and safety
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Analyze the nutritional guidelines for young children and be able to plan and evaluate nutritional meals for children in child care settings	4.1 meet the nutritional requirements of children through planning and consultation with parents and relevant professionals 4.2 demonstrate a working knowledge of the recommended nutritional needs as set out by the Child Care and Early Years Act, 2014 and Canada's Food Guide 4.3 communicate an awareness of nutritional needs for infants through to age twelve



	<p>4.4 demonstrate the ability to plan and evaluate snacks and meals for children in licensed child care</p> <p>4.5 execute mathematical operations accurately when preparing and analyzing menu plans</p>
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
<p>5. Describe the various forms of abuse and outline one's professional role in the early identification, prevention/intervention and referral of families in which abuse is suspected or deemed to be a high risk</p>	<p>5.1 discuss the concept of child abuse to include physical, emotional and sexual abuse and/or neglect along with patterns of abuse and risks of harm</p> <p>5.2 discuss how notions of abuse are culturally and socially constructed</p> <p>5.3 examine the role of the ECE in prevention and early identification of possible abuse</p> <p>5.4 determine reasonable grounds to suspect when a child is at risk for abuse</p> <p>5.4 outline procedures, policies and protocol for duty to report when dealing with suspicions of abuse and neglect in accordance with the Ontario Child, Youth and Family Services Act and College of Early Childhood Educators guidelines</p> <p>5.5 discuss the role of the Children's Aid Society and other child protection agencies</p> <p>5.6 identify the community agencies available to assist the early childhood educator when dealing with violence issues</p> <p>5.7 identify potential commercial or other exploitation resulting in harm to children's health, survival, development or dignity in the context of relationships</p> <p>5.8 identify the inherent imbalance of power in relationships between a professional and a child or family and ensure that they are protected from coercion, improper influence, harassment, abuse or exploitation</p>
<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
<p>6. Describe the impact on children and/or witnesses of violence and evaluate a variety of prevention and intervention methods to reduce the incidence and effects of all forms of abuse</p>	<p>6.1 identify signs of possible family violence</p> <p>6.2 measure the effects of various forms of abuse on children</p> <p>6.3 assess the impact of witnessing abuse</p> <p>6.4 explore how prevention and intervention programs can be used effectively</p> <p>6.5 propose various methods of support and intervention for individuals impacted by abuse</p>
<b>Course Outcome 7</b>	<b>Learning Objectives for Course Outcome 7</b>
<p>7. Act in a professional manner</p>	<p>7.1 use self-reflection and self-evaluation skills in an ongoing manner</p> <p>7.2 contribute one's own ideas, opinions and information while demonstrating respect for the diverse opinions, values, belief systems and contributions of others.</p> <p>7.3 communicate clearly, concisely, and effectively in written, spoken, and visual form</p> <p>7.4 work collaboratively in a team in ways that contribute to effective working relationships and the achievement of goals</p> <p>7.5 take responsibility for one's own actions, decisions, and consequences</p> <p>7.6 apply an accepted standard of writing, grammar, spelling and format to all submitted documents.</p> <p>7.7 cooperate fully with policies and procedures outlined in the</p>

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Assignments & Training Workshops	40%
Content Integration	15%
Reading Reflections	15%
Tests	30%

**CICE Modifications:****Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**B. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**C. Tests will be written in CICE office with assistance from a Learning Specialist.*****The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**D. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:**

August 28, 2019

**Addendum:**

Please refer to the course outline addendum on the Learning Management System for further information.

