SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

CICE COURSE OUTLINE

COURSE TITLE: Healthy Foundations

CODE NO. :	ED 124	**SEMESTER:**	Fall
MODIFIED CODE:	ED 0124		

PROGRAM: Early Childhood Education

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MODIFIED BY: Mary Lewis, Learning Specialist CICE Program

DATE: Sept. 2009   **PREVIOUS OUTLINE DATED:**   Sept. 2008

APPROVED: "Angelique Lemay"

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                    CHAIR, COMMUNITY SERVICES   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S):   None

HOURS/WEEK: 4

I.   COURSE DESCRIPTION:

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 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.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

With Assistance from a Learning Specialist, the CICE student(s) will acquire a fundamental understanding and demonstrate a basic ability to:

1.   **Establish safe and healthy practices in the areas of health, safety and nutrition when caring for young children.**
      Part of ECE Program Standard Vocational Outcome #5
      Potential Elements of the Performance:
      - Describe safe and healthy environments
      - Demonstrate awareness of health and safety policies in community placements
      - Identify personal health practices in the area of occupational health for the early childhood educator

2.   **Describe effective techniques to manage and prevent both chronic and acute ill-health conditions among young children**
      Part of ECE Program Standard Vocational Outcome #5
      Potential Elements of the Performance:
      - Convey accurate information about chronic and acute illnesses in childhood
      - Demonstrate the ability to provide a learning environment to promote the health needs of children

3.   **Identify the critical elements for ensuring child safety in environments for young children**
      Part of ECE Program Standard Vocational Outcome #5
      Potential Elements of the Performance:
      - Explore child safety in the early years environment
      - Identify the adult role in ensuring a safe child environment
      - Explore working with parents to ensure maximum child health and safety

4. **Outline the nutritional guidelines for young children and be able to plan and evaluate nutritional meals for children in child care settings**
Part of ECE Program Standard Vocational Outcome #5
Potential Elements of the Performance:
   - Meet the nutritional requirements of the children identified through planning and consultation with parents and relevant professionals
   - Have a working knowledge of the recommended nutritional needs as set out by the Day Nurseries Act and Canada's Food Guide
   - Have an awareness of nutritional needs for infants through to age twelve
   - Demonstrate the ability to plan snacks and meals for children in licensed child care
   - Demonstrate the ability to plan and evaluate meals that includes menu, recipes, quantities of food required and approximate costs

5. **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**
Part of ECE Program Standard Vocational Outcome #7
Potential Elements of the Performance:
   - Investigate the legislation pertaining to various types of abuse
   - Outline procedures for reporting suspicions of abuse
   - Describe the policies and protocol established for dealing with reports of abuse
   - Examine how to handle allegations of abuse
   - Formulate methods for dealing with disclosures of abuse
   - Identify the community agencies available to assist the early childhood educator in their role when dealing with violence issues

6. **Describe the impact on child victims 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**
Part of the ECE Program Standard Vocational Outcome #7
Potential Elements of the Performance:
   - Demonstrate awareness of the effects of various forms of abuse on child victims
   - Explore the impact of witnessing abuse
   - Assess how prevention and intervention programs can be used effectively
   - Propose various methods of support and intervention for abused victims and their abusers
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III. TOPICS:
Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.
1. Health Promotion
2. Occupational Health
3. Illness Prevention and Management
4. Nutrition and Menu Planning
5. Safety Promotion
6. Child Abuse and Domestic Violence Issues

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Pimento, B., Kernested, D. (2004) **Healthy Foundations in Early Childhood Settings**, Third Edition. Toronto: Thomson-Nelson Publication

V. EVALUATION PROCESS/GRADING SYSTEM:

In-Class Activities and Assignments – 30%
Students are expected to attend and participate in class activities. This will involve in-class activities and assignments to be submitted or reported on in class. This will involve using the textbook, guest presentations/workshops, group work in your All-In-One teams and handouts provided by the professor. Students not in attendance or not fully participating will not receive credit. Any assignments due for class must be presented at the start of the class.

Care for Kids Training/Abuse Prevention Programs – 10%
CICE Students will attend "Care for Kids" mandatory training by Algoma Public Health on**Wednesday Sept. 30th from 8:30 – 4:30**. The room for this event will be announced in class and posted on LMS. Students will also examine other prevention programs. Fully participating CICE students will be given full credit for this training and receive a certificate indicating that they are trained to assist in the delivery of the Care for Kids program. The information from this training will also be evaluated within one of the tests for this course. No other date will be provided to access this training.

Menu Planning – 20%
Using DNA requirements and Canada's Food Guide to Healthy Eating, each CICE student will analyze menus, as well as plan a three day menu that provides for a child's daily nutritional needs.   Taking into account the principles discussed in class, menus will be analyzed and planned that are appropriate for preschool children in a licensed early childhood setting. Recipes, procedures and costs for all food items are required. Complete criteria for this assignment will be reviewed in class. Due date will be announced in class and posted on LMS.

Tests – 40%
Two tests will be scheduled worth 20% each. Dates will be announced in class and posted on LMS.

The following semester grades will be assigned to students in post-secondary courses:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI.   SPECIAL NOTES:

Course Outline Amendments:
The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:
It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment:
Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:
If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

It is your responsibility as a special needs student in the Child and Youth Worker program to schedule your tests at the beginning of each semester in order that your tests occur on the same day as tests on the academic schedule. If you are unable to schedule your test on the same day, it may be scheduled within the 48 hours *prior to* the established test date. Students, who write the test *after* the regularly scheduled test, may not have the test accepted for evaluation.

Communication:
The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

(i)   issue a verbal reprimand,
(ii)   make an assignment of a lower grade with explanation,
(iii)   require additional academic assignments and issue a lower grade upon completion to the maximum grade "C",
(iv)   make an automatic assignment of a failing grade,
(v)   recommend to the Chair dismissal from the course with the assignment of a failing grade.

In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Student Portal:
The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to https://my.saultcollege.ca.

Electronic Devices in the Classroom:
Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:
Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Specific Class Information

Assignments:

☐   Assignments must be submitted on the due date, at the beginning of class, unless otherwise specified by the instructor. If <u>major</u> assignments are late, <u>both</u> the following steps must be taken in order for the assignment to be evaluated;

1.   Major assignments that are late are to be handed in to Room E3207 (slip under the door).

2.   The instructor will be notified, through LMS that the assignment has been handed in. An attachment (in Microsoft Word format) of the completed assignment <u>must</u> be included. A reply will be sent back to you indicating that the material has been received.

☐   Late, major assignments **will be deducted 5% per day** (20% maximum deduction). Major assignments **more than one week late will not be accepted**.

☐   All assignments are to be <u>typed</u> unless otherwise stated.

☐   In-class or weekly assignments are due on the assigned date. These assignments will not be accepted after that date, as they are a part of class work and discussions.

☐   Students are responsible for retaining a file of all drafts and returned assignments. We suggest students keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded

☐   Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment.

Tests/Quizzes:

Tests/Quizzes must be completed on the date scheduled. If unable to attend **due to illness or extenuating circumstances**, contact the professor prior to the start of the test. An alternative date must be arranged before the next class.

Learning Environment:

In the interest of providing an optimal learning environment, students are to follow these expectations;

☐   Students should be aware that the expectations for their conduct in class are outlined in the Sault College Student Code of Conduct document. Late students are expected to <u>quietly</u> enter the classroom and sit in the nearest seat available. Have your notes and writing material ready before you enter class. If assignments and activities have begun, please wait until they are completed.   Wait until after class to speak to classmates about missed material. Make sure you have made arrangements with someone in the class to pick up handouts and take notes for you.

☐   Students are to keep private conversations out of the classroom.

Missed Classes

If a student misses a class, it is their responsibility to ask a classmate to take notes and pick up assignments and handouts.

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. 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.

B. 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.

C. 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

D. Evaluation:

Is reflective of modified learning outcomes.