SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE: Healthy Foundations

CODE NO. :   ED 124   **SEMESTER:**   1

PROGRAM: Early Childhood Education

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

APPROVED: "Angelique Lemay"

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                        CHAIR   **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:

Upon successful completion of this course, the student will demonstrate the 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 which meet requirements of current legislation, regulatory bodies and program policies
    - Demonstrate awareness of health and safety policies in community placements
    - Identify the impact of personal health practice in the area of occupational health on the role of the early childhood educator
    - Demonstrate the ability to establish health and safety policies for staff

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 conducive to 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
   - Demonstrate a working knowledge of the recommended nutritional needs as set out by the Day Nurseries Act and Canada's Food Guide
   - Communicate 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 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:
    - Measure the effects of various forms of abuse on child victims
    - Assess 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

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. Safety Promotion
5. Nutrition and Menu Planning
6. Child Abuse and Domestic Violence Issues

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Pimento, B., Kernested, D. (2009) **Healthy Foundations in Early Childhood Settings**, Fourth Edition. Toronto: Thomson-Nelson Publication

V. EVALUATION PROCESS/GRADING SYSTEM:
In-Class Activities and Assignments – 30%
You 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 assigned readings, textbook, guest presentations/workshops, group work in your Collaborative Teams and handouts provided by the professor. If you are not in attendance or you do not bring all the necessary materials (ie. textbook) or you are not fully participating for any of the activities that are part of this course, you 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%
You will attend "Care for Kids" mandatory training by Algoma Public Health on **Wednesday, September 30th from 8:30 to 4:30.** The room for this event will be announced in class and posted on LMS. You will also examine other prevention programs. If you fully participate, you will be given full credit for this training and receive a certificate indicating that you are trained 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%
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:

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.

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.

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.

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Specific Class Information

Assignments:
- o Assignments must be submitted on the due date, at the beginning of class, unless otherwise specified by the instructor. If major assignments are late, both 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 must be included. A reply will be sent back to you indicating that the material has been received.
- o Late, major assignments **will be deducted 5% per day** (20% maximum deduction). Major assignments **more than one week late will not be accepted**.
- o All assignments are to be typed unless otherwise stated.
- o 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.
- o 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
- o 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:
- o 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;
- o Students should be aware that the expectations for their conduct in class are outlined in the Sault College Student Code of Conduct document.

- o You are expected to bring all necessary materials to class (i.e. textbook). If you do not have the necessary materials, you will not be given full credit for participating in the identified learning activity.

- o If you arrive late for class you 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.

- o You are to keep private conversations out of the classroom. You are expected to be on task regarding the learning that is happening in the classroom.

- o If you have questions, please contact the professor before or after class or send an email to set up a time to meet. The professor is here to assist you with your academic progress.

Missed Classes

- o If you miss a class, it is their responsibility to ask a classmate to take notes and pick up assignments and handouts.

- o If you have any further questions or need for assistance, please contact the professor.