

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
SAULT STE MARIE, ON**



**COURSE OUTLINE**

**Course Title: Health and Nutrition**

**Code No.: ED 125**

**Semester: Four**

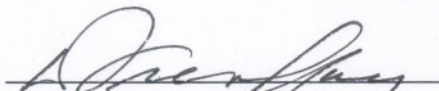
**Program: Early Childhood Education**

**Author: Kathy Nielsen**

**Date: Jan 99**

**Previous Outline Date: Jan 98**

**Approved:**



**D. Tremblay, Dean**

**Health, Human Sciences and Teacher Ed.**

**Date:**

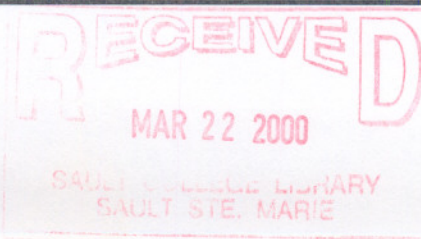
Dec 22/98

**Total Credits: 3**

**Prerequisite(s):**

**Length of Course: 16 wks. Total Credit Hours: 48**

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**1. COURSE DESCRIPTION:**

This course involves the study of health, safety, and nutrition in relation to the needs of young children. Early childhood educators must possess the attitude, knowledge, and skills essential for promoting the physical, emotional, and social well-being of children and their families. Responding to children's physical, emotional, and social health needs is an integral part of the early childhood educator's everyday responsibilities. This course will include a focus on health promotion and preventative health measures. Students will gain knowledge of specific legislation (provincial and municipal) related to health, safety and nutritional issues for a licensed child care centre.

**II. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:**

(Generic Skills Learning Outcomes placement on the course outline will be determined and communicated at a later date)

**A. Learning Outcomes:**

- 1) *Establish and maintain safe and healthy environments which meet requirements of current legislation, regulatory bodies and Programme policies*
- 2) *Explain the importance of modeling appropriate behaviours in the areas of health, safety, and nutrition when caring for children*
- 3) *Describe effective techniques to manage and prevent both chronic and acute ill-health conditions among young children*
- 4) *Identify the critical elements for ensuring child safety in child care facilities.*
- 5) *Outline the nutritional guidelines for young children and plan and evaluate nutritional meals for children in child care settings*

**II. Learning Outcomes with Elements of Performance:**

- 1) *Establish and maintain safe and healthy environments which meet requirements of current legislation, regulatory bodies and Programme policies*

**Elements of the performance:**

Ensure a healthy and safe environment in accordance with agency policy and governmental guidelines

Meet the nutritional requirements of the children identified through planning and consultation with parents and relevant professionals

Ensure the well-being of groups of children

Ensure that specific health needs of individual children are met

Plan and monitor safe environments for children

Respond appropriately to unsafe and emergency situations

- 2) *Explain the importance of modeling appropriate behaviours in the areas of health, safety, and nutrition when caring for children.*

**Elements of the performance:**

Demonstrate awareness of health and safety policies in community placements

Identify the impact of personal health practice on the early childhood educator

Demonstrate the ability to establish health and safety policies for staff

- 3) *Describe effective techniques to manage and prevent both chronic and acute ill-health conditions among young children*

**Elements of the Performance**

Convey accurate information about chronic and acute illnesses in childhood

Demonstrate the ability to provide a learning environment conducive to children with illnesses.



4) *Identify the critical elements for ensuring child safety in child care facilities*

**Elements of the performance:**

Explore child safety in the classroom

Identify the adult role in ensuring a safe child environment

Explore working with parents to ensure maximum child safety

5) *Outline the nutritional guidelines for young children and be able to plan and evaluate nutritional meals for children in child care settings*

**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 dietary allowances set out in the D.N.A.

Communicate an awareness of nutritional needs for infants through to age twelve.

Demonstrate the ability needed to plan, order, and cook, as well as serve snacks and meals for children in licensed childcare.

Work co-operatively as a member of the team in order to facilitate the smooth operation of the meal preparation

Demonstrate the ability to evaluate the experience that includes: menu, recipes, quantities of food required, approximate cost.

**III. Topics:**

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units nor in the order below

Health in Infancy and Childhood

Safety and Hygiene in Infancy and Preschool Years

Current Health Issues in Infancy and Preschool Years

Nutrition in the Preschool and Elementary School Years

Safety and Hygiene in the Elementary School Years

**IV. Texts:**

The Healthy Young Child, Sari F. Edelstein  
Day Nurseries Act

**V. Evaluation Process/Grading System**

<b>Cooking and evaluation</b>	<b>15%</b>
( Each student will be assigned a date to cook, and serve in either the C.D.C. or Maycourt Children's Centre. This experience will be evaluated using the criteria discussed in class.	
<b>Menu planning</b>	<b>10%</b>
<b>In Class Assignments</b>	<b>15%</b>
<b>Tests (x2) each</b>	<b>15%</b>
<b>Fact Sheet - for Parents</b>	<b>10%</b>
( Each student will create and design a parent friendly fact sheet dealing with health, safety or nutritional needs of children in childcare)	
<b>Fact Sheet - for Teachers</b>	<b>10%</b>
(Each student will create and design a fact sheet for staff in order to be able to identify and handle health, safety or nutritional needs of children in childcare)	
<b>Presentation (in-class)</b>	<b>10%</b>
(Present your fact sheets and recommendations to classmates - come prepared with hand outs for each class member at time of presentation - this fact sheet will be used to assemble a <b><u>Health and Safety Section in Administration Project</u></b> )	

NOTE: Students who miss a test must notify the professor in advance of the scheduled test and request a rewrite.(24 hour voice mail - x 440) Allowing the rewrite is at the professor's discretion if the student had provided a reasonable excuse for the absence. Requests for rewrites will be denied if made one week or more after the test date.



**Method of Assessment (grading method):**

A+	Consistently outstanding	90%-100%
A	Outstanding achievement	80%-89%
B	Consistency above average achievement	70% -79%
C	Satisfactory or acceptable achievement in all areas subject to assessment	60%-69%
R	Repeat- The student has not achieved the objectives of the course, and the course must be repeated	Less than 60%
CR	Credit exemption	
X	A temporary grade, limited to situations with extenuation circumstances, giving a student time to complete course requirements	

**V1 Special Notes:****Special Needs**

Students with special need (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities), are encouraged to discuss required accommodations with the professor and/or contact the Special Needs Office.

**Plagiarism**

Students should refer to the definition of “academic dishonesty” in the Statement of Student Rights and Responsibilities.” as well as ECE Programme Academic Polices

Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the Programme.

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.

## Suggested Topics for Parent/Teacher Fact Sheets

### Communicable Diseases and Health Issues

AIDS/HIV

Chicken-pox

Fifth Disease

Handwashing

Hand, Foot and Mouth Disease

Headlice

Hepatitis A

Hepatitis B

Infections in Schools and Daycare

Influenza

Meningitis

Mononucleosis

Pink-eye (Conjunctivitis)

Scabies

Scarlet Fever

Shingles

Universal Precautions

Whooping Cough

Abotulism

Brucellosis

Cholera

Diphtheria

Food poisoning, all causes

Gastroenteritis, institutional

Yellow Fever

Hepatitis C

Tetanus

Typhoid Fever

Meningitis, acute

Poliomyelitis, acute

Rabies

Trichinosis

Measles

Mumps

Lyme Disease

Group A Streptococcal, invasive



Anthrax

Group B Streptococcal, neonatal

Shigellosis

Herpes

Paratyphoid Fever

Ebola virus

Teeth Brushing

Traumatic Head Injury

The above are just a few suggestions for topics. Students must register their topic with the instructor so there are no duplications. Each student will research a health issue and prepare *two* fact sheets. One for *Parents* in a language they will understand. The other fact sheet for *Teachers* who work in the field and need to deal with the issue in a classroom setting. These fact sheets, will be professionally prepared, typed and duplicated for each class member. Each student will schedule a presentation time during class in order to present his/ her findings. The presentation will **NOT** consist of a reading of the fact sheets but a discussion with the class on your findings and recommendations. These sheets must be retained by each student in order to compile a resources package for parents and teachers. These sheets will be used to assemble a **Health and Safety Section in the Administration Project**.