

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Health and Nutrition  
**CODE NO. :** ED 125 **SEMESTER:** 4  
**PROGRAM:** Early Childhood Education  
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**DATE:** Jan/2004 **PREVIOUS OUTLINE DATED:** Jan/2003

**APPROVED:**

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**DEAN** **DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):**

**LENGTH OF COURSE:** 15 Weeks  
2 Hrs/Wk **TOTAL CREDIT HOURS:** 30

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*For additional information, please contact Dean*  
*School of Health and Human Services*  
*(705) 759-2554, Ext. 603/689*

**I. 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 THE PERFORMANCE:**

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

**A. Learning Outcomes:**

- 1) ***Identify and explain the importance of 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***
- 6) **Implement a menu plan**

## Learning Outcomes with Elements of the 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 childcare 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 childcare 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 by assisting the cook in her/his everyday routine 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.
- Conduct yourself professionally

**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 of the Young Child
- Creating a Safe Environment
- Foods and Nutrients
- Nutrition in the Preschool and School – Age Years

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Healthy Foundations in Child Care. Second Edition. Pimento and Kernsted.Nelson. 2000  
Day Nurseries Act

**V. EVALUATION PROCESS/GRADING SYSTEM:****Cooking and evaluation****15%**

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. The evaluation is due **no later** than one (1) week prior to the cooking experience.

**Menu planning****15%**

Using DNA requirements and Canada's Food Guide to Healthy Eating, each student will plan a menu that provides for 2/3's of the child's daily nutritional needs. Taking into account the principals discussed in class, this menu must be planned for one week and appropriate for preschool children in a licenced Child Care. Recipes and procedures for all food items are required.

**In Class Participation and Assignments****20%**

Using text book and handouts

**Tests x4****40%****In – class presentation and handout****10%**

**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 619)  
Allowing the rewrite is at the professor's discretion.

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

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

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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:**Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. 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 course, as may be decided by the professor. 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.

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.

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

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the instructor.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.