SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: Physical Development II
Code No.: ED 401-2
Program: Infant/Toddler Care and Education
Semester: II
Date: May/83
Author: Beverly Atkinson

New: ✓ Revision: 

APPROVED: [Signature] Chairperson [Date] May 27/83
ED 401-2: Physical Development II

INSTRUCTOR: Bev BROWNING

DATE: May 1983

COURSE GOALS: To provide the student with a basic knowledge of the fundamental principles of anatomy and physiology, as well as an elemental understanding of genetics and hereditary processes. In addition, it will explain the major factors affecting pre-natal and post-natal growth and development.

COURSE DESCRIPTION: This course will study the physical growth and changes of the toddler including: changing physiological needs and functions, locomotion and advances in motor organization; adaption in routine schedule; the growing self-concept, and the extension of feelings and emotion. In addition, the following topics will be examined: Physiological problems and diseases in infancy; symptoms of atypical physical condition and functioning; public health and medical referral procedures; pertinent medical terminology; and record keeping for medical purposes.

COURSE OBJECTIVES: The student will participate in class lectures and discussions on the topic of the physical growth and development of the young child. The student will show an understanding of this development through verbal interchanges and written tests.

METHODOLOGY: Through lectures, class discussions, readings and handouts, materials for this course will be provided.

SUGGESTED READINGS:


EVALUATION:

Final Test: 30%
Resource Binder: 70%

100%
STUDENT LEARNING ACTIVITIES

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Students will study relevant information pertaining to the health and safety of infants/toddlers in the day care setting. Students will collect and organize this information in a binder.

The following information/records should be included:

2. Health Policies & Procedures as outlined in class.
3. Provisions for Young Childrens Needs as follows:
   - Flexible, but regular, individualized routines for feeding - activities - sleep
   - Constancy of caregivers for:
     - diaper changing, body care.
     - feeding.
     - response to stress situations.
     - parent communications & transitions from one situation to another.
     - arranging for pleasure, stimulation, quiet time.
     - keeping records.
   - Stimulating learning experiences including:
     - variety in materials.
     - freedom to explore safely.
     - variety in sounds, rooms, spaces, textures, smells, tastes, lighting.
     - protection from stimulus overload.
     - enough adults to guide, protect, interact with.
   - Safe & Health promoting environments which include:
     - hazard controls.
     - health policies & procedures.
     - health promotion activities.

4. Appropriate application forms; sample emergency card format; monthly record of diet & growth; checklists re: cleaning/disinfecting; and daily info & health check.
5. Pertinent pamphlets, posters, charts.
STUDENT LEARNING ACTIVITIES

COURSE TITLE: Project Development

COURSE NO: 401-6

INTRODUCTION:

Course Description:

The following information serves as the course description:

1. Course Objectives:
   - Students will develop an understanding of the planning, implementation, and evaluation of health promotion programs.
   - Students will be able to apply theories and concepts of health promotion in real-world scenarios.

2. Course Content:
   - Healthpromotion theories, principles, and models.
   - Health promotion planning and implementation processes.
   - Evaluation of health promotion programs.

3. Course Outcomes:
   - Students will be able to design and implement effective health promotion programs.
   - Students will be able to evaluate the impact of health promotion programs.

4. Course Assessment:
   - Written assignments and projects.
   - Presentations and oral communication.
   - Exams and quizzes.

5. Course Resources:
   - Textbooks, journals, and online resources.
   - Video demonstrations and case studies.

6. Course Policies:
   - Attendance and participation.
   - Homework and assignments.
   - Exams and quizzes.

7. Course Evaluation:
   - Self-assessment.
   - Peer assessment.
   - Instructor evaluation.

8. Course Feedback:
   - Regular feedback and communication.
   - Opportunities for improvement.

9. Course Requirements:
   - Commitment to the learning process.
   - Dedication to achieving the course goals.

10. Course Goals:
    - Enhance knowledge of health promotion theories and models.
    - Develop skills in planning, implementing, and evaluating health promotion programs.
    - Foster critical thinking and problem-solving skills.
    - Promote effective communication and collaboration.

11. Course Philosophy:
    - Emphasis on active learning and hands-on experience.
    - Integration of theoretical knowledge with practical applications.
    - Encouragement of creativity and innovation.

12. Course Expectations:
    - Active participation and engagement.
    - Respectful and professional conduct.
    - Commitment to ethical standards.

13. Course Schedule:
    - Week 1: Introduction to health promotion.
    - Week 2: Theoretical foundations of health promotion.
    - Week 3: Planning health promotion programs.
    - Week 4: Implementing health promotion programs.
    - Week 5: Evaluating health promotion programs.

14. Course Assessment:
    - Weekly quizzes (20% of final grade).
    - Midterm exam (30% of final grade).
    - Final project (30% of final grade).
    - Final exam (20% of final grade).

15. Course Resources:
    - Health Promotion Research Network.
    - National Center for Health Promotion and Health Education.
    - American Health Promotion Association.

16. Course Policies:
    - Late work policy.
    - Academic integrity policy.
    - Disability accommodations policy.

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