



COURSE OUTLINE: ECE112 - WELLBNG & ETH. CARE

Prepared: D. Lachapelle

Approved: Karen Hudson - Dean

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| Course Code: Title | ECE112: WELL BEING AND ETHICS OF CARE |
| Program Number: Name | 1030: EARLY CHILDHOOD ED |
| Department: | EARLY CHILDHOOD EDUCATION |
| Academic Year: | 2025-2026 |
| Course Description: | This course will address the interrelationship of health, safety, and nutrition for children. Students will examine current legislation, agency policies, and evidence-informed practices to develop and maintain health, safety, and nutrition practices that emphasize preventing and recognizing illness and injury to individuals and groups of children in early learning and care settings. Students will discuss the importance of self-care and its relationship to their health and well-being as educators. |
| Total Credits: | 3 |
| Hours/Week: | 3 |
| Total Hours: | 42 |
| Prerequisites: | There are no pre-requisites for this course. |
| Corequisites: | There are no co-requisites for this course. |
| Substitutes: | ED124 |
| Vocational Learning Outcomes (VLO's) addressed in this course: | 1030 - EARLY CHILDHOOD ED |
| Please refer to program web page for a complete listing of program outcomes where applicable. | VLO 2 Co-create, facilitate and reflect upon inquiry and play-based early years and child care programs and pedagogical approaches to support children's learning, holistic development and well-being following children's capabilities, interests, ideas and experiences. |
| | VLO 4 Collaborate with children, families, colleagues, agencies and community partners to create, maintain, evaluate and promote safe and healthy early learning environments to support independence, reasonable risk-taking and healthy development and well-being. |
| | VLO 7 Act in accordance with relevant legislation, regulations, College of Early Childhood Educators Code of Ethics and Standards of Practice, agency policies and procedures and principles of evidence-informed practice and reflect upon their impact on one's own role in early years and child care settings. |
| | VLO 10 Engage in reflective practice and continuous professional learning in accordance with principles of lifelong learning, evidence-informed practices in the early years sector and requirements of the College of Early Childhood Educators. |
| Essential Employability Skills (EES) addressed in this course: | EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. |
| | EES 3 Execute mathematical operations accurately. |
| | EES 4 Apply a systematic approach to solve problems. |



- EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
- EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
- EES 10 Manage the use of time and other resources to complete projects.
- EES 11 Take responsibility for ones own actions, decisions, and consequences.

Course Evaluation:

Passing Grade: 50%, D

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

Books and Required Resources:

Healthy Foundations in Early Childhood Settings by Pimento, Barbara
 Publisher: Cengage Edition: 7th
 ISBN: 9781778415388
 This text is also offered in digital format.

Course Outcomes and Learning Objectives:

| Course Outcome 1 | Learning Objectives for Course Outcome 1 |
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| 1. Examine the elements of safe physical environments for children. | 1.1 Identify common childhood injuries, factors and their risks. 1.2 Evaluate the indoor and outdoor learning environments for safety. 1.3 Explain the value of risky play to child development. 1.4 Review relevant health and safety requirements and recommendations identified through the Child Care and Early Years Act and The Kindergarten Program. |
| Course Outcome 2 | Learning Objectives for Course Outcome 2 |
| 2. Analyze practices that promote children's nutritional health based on awareness of child development and best practices. | 2.1 Describe the educator's role and the division of responsibility regarding childhood nutrition. 2.2 Recognize how to support engaged learning through child-led exploration of food and meal preparation. 2.3 Review the impact of food insecurity on the developing child. 2.4 Describe how to foster healthy development and well-being in the context of positive mealtime routines and spaces. 2.5 Recognize and apply best practices for transitions and children's nutrition. 2.6 Review the nutritional requirements and recommendations outlined in the Child Care and Early Years Act. |
| Course Outcome 3 | Learning Objectives for Course Outcome 3 |
| 3. Interpret the importance of maintaining occupational health and safety related to working with young children. | 3.1 Identify aspects of a balanced lifestyle. 3.2 Identify occupational risks and hazards to educators. 3.3 Discuss prevention strategies for risks. 3.4 Identify the sources of stress and their impact on the well-being of educators. 3.5 Recognize how to implement positive coping strategies for self-management and care. |



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| | 3.6 Describe how the health and well-being of the educator greatly impact relationships and the development of the child. 3.7 Describe the rights of the worker under the Occupational Health and Safety Act. |
| Course Outcome 4 | Learning Objectives for Course Outcome 4 |
| 4. Explain the role of ECE in promoting the overall well-being of children. | 4.1 Support children`s development in all aspects of health in conjunction with Standard III: Safety, Health and Well-Being in the Learning Environment as outlined by the College of Early Childhood Educators Standards of Practice. 4.2 Describe essential principles in planning and implementing a program that recognizes needs for rest and physical activity following provincial regulations. 4.3 Identify and understand the social determinants of health. |

Evaluation Process and Grading System:

| Evaluation Type | Evaluation Weight |
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| Assignments | 50% |
| Professional Collaboration and Reflection | 20% |
| Quizzes | 30% |

Date: June 23, 2025

Addendum: Please refer to the course outline addendum on the Learning Management System for further information.