

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

CICE COURSE OUTLINE

COURSE TITLE: Healthy Foundations

CODE NO. : ED 124

SEMESTER: 1

MODIFIED CODE: ED 0124

PROGRAM: Early Childhood Education

AUTHOR: Lorna Connolly Beattie

MODIFIED BY: Marnie Bunting, Learning Specialist CICE Program

DATE: Fall 2006

PREVIOUS OUTLINE DATED: Fall
2005

APPROVED:

DEAN

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): NONE

HOURS/WEEK: 3

Copyright ©2006 The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.
For additional information, please contact the Dean,
School of Health and Human Services
(705) 759-2554, Ext. 2603

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:

With the assistance of a Learning Specialist, the CICE student will acquire a basic skill level within the following learning outcomes:

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

Potential Elements of the Performance:

- Describe safe and healthy environments which meet requirements of current legislation, regulatory bodies and programme policies
- 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

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

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 children with illnesses.

- 3) ***Identify the critical elements for ensuring child safety in childcare facilities***

Potential 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

- 4) ***Outline the nutritional guidelines for young children and be able to plan and evaluate nutritional meals for children in childcare settings***

Potential Elements of the Performance:

- Meet the nutritional requirements of the children identified through planning and consultation with parents and relevant professionals
- Demonstrate a basic understanding 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 snacks and meals for children in licensed childcare.
- Demonstrate the ability to plan and evaluate meals that includes: menu, recipes, quantities of food required.

- 5) ***Demonstrate a basic understanding of 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***

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 in their role 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***

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

- Health Promotion
- Occupational Health
- Illness Prevention and Management
- Nutrition and Menu Planning
- Safety Promotion
- Child Abuse and Domestic Violence Issues

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Healthy Foundations in Child Care. Third Edition. Pimento and Kernsted. Nelson. 2004

Day Nurseries Act

V. EVALUATION PROCESS/GRADING SYSTEM:

In Class Participation and Assignments **30%**

Students 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 the textbook, guest presentations, group work and handouts provided by the professor. Students not in attendance or not fully participating will not receive credit.

Menu planning **20%**

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 principles discussed in class, menus will be analyzed and planned that are appropriate for preschool children in a licenced child care. Recipes and procedures 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 WebCT

Care for Kids Training/Abuse Prevention Programs **10%**

Students will attend "Care for Kids" training provided by the Algoma Health Unit on Wednesday, October 11th from 8:30 a.m. to 4:00 p.m. in L1120. Students will also examine other prevention programs.

Tests **40%**

2 Tests will be scheduled worth 20% each. Dates will be announced in class and posted on WebCT.

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%	
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.	

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 Student Services 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 the *Student Code of Conduct*. 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.

Specific Class InformationAssignments:

- Major assignments (5% or more) 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 WebCT, 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.
- Late, major assignments **will be deducted 5% per day** (20% maximum deduction). Major assignments **more than one week late will not be accepted**.
- All assignments are to be typed unless otherwise stated.
- In-class or weekly assignment 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.
- 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
- 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:

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.

Missed Classes

If a student misses a class, it is their responsibility to ask a classmate to take notes and pick up assignments and handouts.

Learning Environment:

In the interest of providing an optimal learning environment, students are to follow these expectations;

- Students should be aware that the expectations for their conduct in class are outlined in the "Student Code of Conduct" in the Sault College Handbook.
- Late students are expected to quietly 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.
- Students are to keep private conversations out of the classroom.

VII. PRIOR LEARNING ASSESSMENT:

Not yet available

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.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.