

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:

Upon successful completion of this course, with the assistance of a Learning Specialist, the CICE student will demonstrate the ability to:

1. Establish safe and healthy practices in the areas of health, safety and nutrition when caring for young children.

Potential Elements of the Performance:

- Demonstrate understanding of safe and healthy environments which meet requirements of current legislation, regulatory bodies and program policies
- Demonstrate awareness of health and safety policies in community placements
- Identify the impact of personal health practice in the area of occupational health on the role of the early childhood educator
- Demonstrate the ability to identify 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 the health needs of children
- Identify the responses required related to anaphylaxis

3. Identify the critical elements for ensuring child safety in environments for young children

Potential Elements of the Performance:

- Explore child safety in the early years environment
- Identify the adult role in ensuring a safe child environment
- Explore working with parents to ensure maximum child health and safety

4. **Outline the nutritional guidelines for young children and be able to plan and evaluate nutritional meals for children in child care 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 working knowledge of the recommended nutritional needs as set out by the Day Nurseries Act and Canada's Food Guide
- Communicate an awareness of nutritional needs for infants through to age twelve
- Demonstrate the ability to plan snacks and meals for children in licensed child care
- Demonstrate the ability to plan and evaluate meals that includes menu, recipes, quantities of food required and approximate costs

5. **Outline 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:

- Demonstrate basic understanding of 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 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:

- Demonstrate awareness of 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

7. Act in a professional manner**Potential Elements of the Performance:**

- Contribute one's own ideas, opinions and information while demonstrating respect of those of others
- Communicate clearly, concisely, and effectively in written, spoken, and visual form
- Work collaboratively with others
- Take responsibility for one's own actions, decisions, and consequences
- Apply an accepted standard of writing, grammar, spelling and format to all submitted documents.
- Cooperate fully with policies and procedures outlined in the Student Code of Conduct and ECE Program Manual
- Demonstrate reflective practice

III. TOPICS:

1. Health Promotion
2. Nutrition, Menu Planning & Active Living
3. Occupational Health
4. Illness Prevention and Management
5. Safety Promotion
6. Child Abuse and Domestic Violence Issues

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Pimento, B., Kernsted, D. (2010) **Healthy Foundations in Early Childhood Settings**, Fourth Edition. Toronto: Thomson-Nelson Publication

V. EVALUATION PROCESS/GRADING SYSTEM:

Reflective/Professional Practice = 5%

You will be engaging in professional practice. This will encourage you to actively reflect on what you have learned and to develop professional practices that will enhance the learning process. This will be completed at midterm and at the end of the semester.

In-Class Experiential Learning and Collaborative Teams = 20%

You are expected to be actively involved in your learning by attending class and fully participating in the learning activities and in-class workshops. This will involve working within a collaborative team to complete assigned activities related to course materials. You will be expected to actively engage in discussion within your collaborative team. Some classroom learning will occur in the form of workshops that are delivered from professionals in the community.

If you are not present or you do not bring all the necessary materials (i.e. textbook) or you are not fully participating for any of the activities, this will impact your grade in this evaluation factor.

Assignments = 35%

Assignments will be based on learning that is happening throughout the semester related to various unit topics that are covered. Complete descriptions of the following assignments and evaluation formats will be discussed in class and posted on LMS.

1. Health Promotion	=	5%
2. Food and Activity Log & Analysis	=	10%
3. Menu Analysis & Planning	=	20%

- *Assignments must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. 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 professor will be notified, through LMS, 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 the student indicating that the material has been received.*
- *Late, major assignments will be deducted 5% per day, including weekends. Assignments will not be evaluated if they are received more than 1 week after the due date.*

- *All assignments are to be typed unless otherwise stated. All ideas and direct quotations must be documented using APA style. Please refer to the section about Plagiarism posted on the Student Portal.*
- *In-class or weekly assignments are due on the assigned date. These assignments will not be accepted after that date, as they are a part of class work, discussions and course expectations.*
- *Students are responsible for retaining a file of all drafts and returned assignments. Students should 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.*
- *Requests for extensions due to illness or extenuating circumstances must be made before the assignment due date*

“Child Abuse Orientation” and “Anaphylaxis” Workshops = 10%

You will also attend a “Child Abuse Orientation/Duty to Report” workshop that is mandatory training provided in partnership with the Children’s Aid Society.

- **The “Child Abuse Orientation/Duty to Report” workshop date and location will be announced** at the beginning of the semester and posted on LMS.
- You will also receive information related to **“Anaphylaxis”**. This will occur during regular class time. The date will be announced in class and posted on LMS.

You will receive certificates related to your attendance at the “Child Abuse Orientation/Duty to Report” and “Anaphylaxis” workshops.

The information from this training will also be evaluated within one of the tests for this course. No other date will be provided to access this training.

Tests = 30%

Two tests will be scheduled; one at midterm and one at the end of the semester.

Each test will be worth 15%.

Dates will be announced in class and posted on LMS.

*Tests/quizzes will be completed in the CICE office under the supervision of a Learning Specialist. 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.*

The following semester grades will be assigned to students:

<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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Learning Environment Responsibilities

1. Students are expected to be present, on time, and stay for all scheduled classes.
2. Students are expected to conduct themselves within the class in a professional and respectful manner. Students should be aware that the expectations for their conduct in class are outlined in the "STUDENT CODE OF CONDUCT" found on the Sault College website / Student Services.

3. Students are expected to adhere to the ECE Program “Confidentiality” policy when making references to their experiences in the field practice placement within any classroom discussions that occur in any of their courses.
4. Students are expected to be prepared each day with all assigned work due completed.
5. Students are reminded to turn their phone off or turn on silent mode. Students will be asked to refrain from engaging in “texting” during scheduled class time. Students will be asked to refrain from engaging in personal or non-course related conversations. If this behaviour, or any other behaviour deemed disruptive continues, the student(s) will be asked to leave the class room.
6. The use of computers in the class is permitted for course work only. Students using their computer for personal or non-course work will be asked to shut their computer off.
7. Students are expected to participate fully within class activities.
8. Light snack foods are permitted in the class during scheduled class, however students who wish to consume “meals” will be asked to consume their meal in another location outside of the classroom setting.
9. Students are responsible for putting their own items in the “garbage” / recycling bins.
10. Scent free classrooms are requested by the professor to ensure a safe environment for those who are sensitive to scents.
11. Late arrivals are asked to enter the classroom quietly without disturbing the class activities.
12. Students are responsible for obtaining course material missed due to class absence. Therefore, students are encouraged to communicate with a classmate who can collect information on behalf of the absent student.

Your professor reserves the right to modify the course, as he/she deems necessary to meet the needs of students.

Dates for projects or tests may be revised depending upon course content/flow. Students will be informed of any changes in class and through LMS.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

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.