

I. COURSE DESCRIPTION:

This course will provide CICE students with a modified study of health, safety and nutrition in relation to the needs of young children. Occupational Health related to the work of the ECE worker will also 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. The progress of the CICE student will be monitored and assisted by a Learning Specialist where necessary.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Establish safe and healthy environments and practices in early learning programsPotential Elements of the Performance:

- Describe safe and healthy indoor and outdoor environments which meet requirements of current legislation, regulatory bodies and program policies.
- Demonstrate awareness of health and safety policies and evidence-based practices in early learning programs.
- Identify the impact of personal health practice in the area of occupational health on the role of the early childhood educator
- Apply regulations of Occupational Health and Safety Act as it relates to the work of early childhood educators.
- Reflect on personal health practices and recognize their importance in modeling to children a healthy lifestyle.

2. Describe effective techniques to promote wellness and to manage and prevent health conditions among young childrenPotential Elements of the Performance:

- Research current health issues and design health promotion action plans.
- Identify the benefits of healthy physical activity for children.
- Be aware of health conditions and illnesses that occur in childhood.
- Identify evidence-based practices that prevent the spread of illnesses and strategies to manage illnesses that occur in early learning programs.

- Identify the responses required related to unsafe and emergency situations, including anaphylaxis.
3. **Identify the critical elements for ensuring child safety in environments for young children.**

Potential Elements of the Performance:

- Explore practices that enhance safety and accessibility,
 - Identify environmental hazards in early learning programs,
 - Identify the adult role in ensuring a safe learning 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 children through planning and consultation with parents and relevant professionals.
 - Demonstrate a working knowledge of the recommended nutritional needs as set out by the *Child Care and Early Years Act, 2014* and Canada's Food Guide.
 - Communicate an awareness of nutritional needs for infants through to age twelve.
 - Demonstrate the ability to plan and evaluate snacks and meals for children in licensed child care.
 - Execute mathematical operations accurately when preparing and analyzing menu plans.
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:

- Describe the various forms of child abuse and family violence.
- Examine the role in prevention and early identification of possible abuse.
- Determine reasonable grounds to suspect when a child is at risk for abuse.
- Outline procedures, policies and protocol for dealing with suspicions of abuse and neglect in accordance with the Ontario Child and Family Services Act.
- Identify the community agencies available to assist the early

childhood educator when dealing with violence issues

6. **Describe the impact on children 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 an awareness of the effects of various forms of abuse on children
- Assess the impact of witnessing abuse.
- Explore how prevention and intervention programs can be used effectively.
- Propose various methods of support and intervention for individuals impacted by abuse.

7. **Act in a professional manner**

Potential Elements of the Performance:

- Use self-reflection and self-evaluation skills in an ongoing manner
- Contribute one's own ideas, opinions and information while demonstrating respect for the diverse opinions, values, belief systems and contributions of others.
- Communicate clearly, concisely, and effectively in written, spoken, and visual form
- Work collaboratively in a team in ways that contribute to effective working relationships and the achievement of goals
- 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 Confidentiality Policy.

III. TOPICS:

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

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Pimento, B., Kernested, D. (2015). *Healthy Foundations in Early Childhood Settings*. Fifth Edition. Toronto: Nelson Publication

Ontario Ministry of Education. (2015, June 8). *Ontario Regulation 137/15 Child Care and Early Years Act, 2014*. Retrieved 2015, from e-Laws: <http://www.ontario.ca/laws/regulation/r15137#top>

V. EVALUATION PROCESS/GRADING SYSTEM:**Active Experiential Learning/Collaborative Teams and Reflective Practice**
15%

You will be assigned a collaborative team that you will work with for the entire semester.

This will involve working within a collaborative team to complete Active Experiential Learning (AEL) activities related to course topic areas. 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 or you are not fully participating for any of the activities, this will impact your grade in this evaluation factor.

As part of this evaluation factor you will be engaging in reflective practice. This will encourage you to actively reflect on what you have learned and to also develop professional practices that will enhance the learning process.

Also, students will choose one professional development workshop or activity to attend over the course of the semester and reflect on this learning experience.

Class Preparation**Notes****15%**

As part of this evaluation factor, you will be submitting "Class Preparation Notes". The process for submission will be discussed in class and posted on LMS.

Assignments

30%

You will be completing **two assignments (worth 15% each)** that 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.

- *Assignments must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. Late 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 Academic Dishonesty posted on the Student Portal. NOTE – The Learning Specialist will assist with APA formatting.*
- *In-class or weekly assignments (class preparation notes) 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 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.*
- *Requests for extensions due to illness or extenuating circumstances must be made before the assignment due date*

“Child Abuse Orientation” & “Anaphylaxis” Workshops

10%

The **“Child Abuse Orientation/Duty to Report”** workshop will occur in September/early October in the late afternoon/early evening. The date and location will be announced in class and posted on LMS. This training is also a field practice requirement that is needed to attend a field placement (which occurs in another course).

The **“Anaphylaxis” workshop** will occur in class. The date will be announced in class and posted on LMS. This training is also a field practice requirement that is needed to attend a field placement (which occurs in another course).

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

No other date will be provided to access this training.

Tests**30%**

Dates will be announced in class and posted on LMS.

*As per the testing policy, 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.*

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.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES:

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.

Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

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.