

I. COURSE DESCRIPTION:

This course involves the study of health, safety, and nutrition in relation to the needs of young children. Early childhood educators must possess the attitude, knowledge, and skills essential for promoting the physical, emotional, and social well-being of children and their families. Responding to children's physical, emotional, and social health needs is an integral part of the early childhood educator's everyday responsibilities. This course will include a focus on health promotion and preventative health measures. Students will gain knowledge of specific legislation (provincial and municipal) related to health, safety and nutritional issues for a licensed child care centre.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

(Generic Skills Learning Outcomes placement on the course outline will be determined and communicated at a later date)

Upon successful completion of this course, the CICE student, with the assistance of an Educational Assistant will demonstrate a basic ability to:

A. Learning Outcomes:

- 1) *Identify and explain the importance of safe and healthy environments which meet requirements of current legislation, regulatory bodies and Programme policies*
- 2) *Explain the importance of modeling appropriate behaviours in the areas of health, safety, and nutrition when caring for children*
- 3) *Describe effective techniques to manage and prevent both chronic and acute ill-health conditions among young children*
- 4) *Identify the critical elements for ensuring child safety in child care facilities.*
- 5) *Outline the nutritional guidelines for young children and plan and evaluate nutritional meals for children in child care settings*
- 6) **Implement a menu plan**

Learning Outcomes with Elements of the Performance:

- 1) *Establish and maintain safe and healthy environments which meet requirements of current legislation, regulatory bodies and Programme policies*

Elements of the performance:

- Ensure a healthy and safe environment in accordance with agency policy and governmental guidelines
- Meet the nutritional requirements of the children identified through planning and consultation with parents and relevant professionals
- Ensure the well-being of groups of children
- Ensure that specific health needs of individual children are met
- Plan and monitor safe environments for children
- Respond appropriately to unsafe and emergency situations

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

Elements of the performance:

- 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

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

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.

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

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

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

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 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, order, and cook, as well as serve snacks and meals for children in licensed childcare.
- Work co-operatively as a member of the team by assisting the cook in her/his everyday routine in order to facilitate the smooth operation of the meal preparation
- Demonstrate the ability to evaluate the experience that includes: menu, recipes, quantities of food required, approximate cost.
- Conduct yourself professionally

III. TOPICS:

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units nor in the order below

- Health of the Young Child
- Creating a Safe Environment
- Foods and Nutrients
- Nutrition in the Preschool and School – Age Years

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Healthy Foundations in Child Care. Second Edition. Pimento and Kernsted. Nelson. 2000
Day Nurseries Act

V. EVALUATION PROCESS/GRADING SYSTEM:

Cooking and evaluation	15%
Each student will be assigned a date to cook, and serve in either the C.D.C. or Maycourt Children's Centre. This experience will be evaluated using the criteria discussed in class. The evaluation is due no later than one (1) week after the cooking experience.	
Menu planning	15%
Using DNA requirements and Canada's Food Guide to Healthy Eating, each student will analyse a menu that provides for 2/3's of the child's daily nutritional needs. Taking into account the principals discussed in class, this menu must be analysed for 3 days of one week and appropriate for preschool children in a licenced Child Care. Recipes and reason for any menu changes are required.	
In Class Participation and Assignments	20%
Using text book and handouts	
Tests x4	40%
In – class Health Issues presentation and handout	10%

NOTE: Students who miss a test must notify the professor in advance of the scheduled test and request a rewrite.(24 hour voice mail - x 619)
Allowing the rewrite is at the professor's discretion.

V. EVALUATION PROCESS/GRADING SYSTEM:

<give breakdown of tests/assignments and their weights relative to calculating the final grade for the course>

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%	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: 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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 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 post-secondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. 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/program, as may be decided by the professor/dean. 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.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

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. An Integrative Educational Assistant 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 Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

CICE Modifications:**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 the Learning Assistance Centre with assistance from an Integrative Educational Assistant.***The Integrative Educational Assistant 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 Integrative Educational Assistant 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.