

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:

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*

Learning Outcomes with Potential Elements of the Performance:

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

Potential 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.***

Potential 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***

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.

- 4) ***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

5) ***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 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 snacks and meals for children in licensed childcare.
- Demonstrate the ability to plan and evaluate meals that includes: menu, recipes, quantities of food required, approximate cost.

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 Promotion
- Occupational Health
- Illness Prevention and Management
- Nutrition and Menu Planning
- Safety Promotion
- Health Curriculum

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Healthy Foundations in Child Care. Third Edition. Pimento and Kernsted. Nelson. 20004

Day Nurseries Act

V. EVALUATION PROCESS/GRADING SYSTEM:**Visual Activity Guide 10%**

Each student will create a visual/pictorial activity guide to be used in an educational environment. This will be a concrete guide which would be used to communicate a message or technique within the early years environment. Complete criteria for completing this device with a list of suggested topics will be reviewed in class.

Due: March 9th

Menu planning 15%

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, this menu must be planned for one week and appropriate for preschool children in a licenced child care. Recipes, procedures and costs for all food items are required.

Complete criteria for this assignment will be reviewed in class.

Due: April 6th

In Class Participation and Assignments 20%

Students are expected to attend and participate in class activities. This will involve in-class activities and "overnight" assignments to be submitted or reported on in class. This will involve using the textbook and handouts provided by the professor. Students not in attendance or not fully participating will not receive credit.

Tests 40%

Test #1: February 16 (20%)

Test #2: April 20 (20%)

In – class presentation and handout 15%

Students will be involved in presenting to the class a health/safety related topic to the class and providing a one-page typed handout with key information. Topics, criteria and dates for presentations will be reviewed in class.

Method of Assessment (grading method):

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 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 postsecondary 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, 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.

Notes to Students:

Students must complete tests on the designated date. If the student cannot attend the class for the test, the student must telephone the professor prior to the time of the test (759-2554 ext 438) to make alternate arrangements. If this procedure is not followed, a grade of zero will be applied for the test. Presentations must be made on the date scheduled.

All assignments are due on the date indicated by the professor at the beginning of the class period. Anything received after the start of the class period will be considered late and the late policy will apply. Late assignments will be deducted 5% per day. Assignments will not be accepted more than 1 week after the due date. All assignments must be typed or the assignment will receive an automatic “0” grade. Late assignments can be submitted in person to the professor or to the professor’s office. If the assignment is submitted to the professor’s office when the professor is not there, the student must send an email through WebCT indicating that the assignment has been submitted and attaching an electronic copy of the assignment. A return email will be sent confirming the receipt of the document. All assignments must be submitted in hard copy to the professor.

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. 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.

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 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.