

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

CICE COURSE OUTLINE

COURSE TITLE: Health and Nutrition

CODE NO. : ED 125

SEMESTER: 4

MODIFIED CODE: ED 091

PROGRAM: Early Childhood Education

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MODIFIED BY: Sara Trotter, Learning Specialist, CICE Program

DATE: Jan/2006

PREVIOUS OUTLINE DATED: Jan/2005

APPROVED:

DEAN

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): none

HOURS/WEEK: 2

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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:

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

A. 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:

- 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:

***Some assignment modifications will be discussed in advance of the commencement of classes for the semester and some will be discussed as assignments are given. Proposed modifications will be formally submitted to the professor and permission for modification granted before an assignment is commenced with the students.

In Class Participation and Assignments

30%

Students are expected to attend and participate in class activities. This will involve in-class activities, guest presentations/workshops 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.

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 date will be announced in class and posted on WebCT

Menu planning **20%**

Using DNA requirements and Canada's Food Guide to Healthy Eating, each student will analyze a menu that provides for 2/3's of the child's daily nutritional needs. Taking into account the principles discussed in class, a 3 day menu will be planned that is appropriate for preschool children in a licensed child care. *Recipes, procedures and costs for all food items are not required for submission by the CICE students.* Complete criteria for this assignment will be reviewed in class.

Due date will be announced in class and posted on WebCT

Tests **40%**

2 tests worth 20% each

Dates will be announced in class and posted on WebCT

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%	
A	80 – 89%	4.00
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 2703 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/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.

Specific Class Information

Assignments:

- Assignments 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 assignments 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 Code" 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:

Students who wish to apply for advanced credit in the course should consult the professor.

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.