



## COURSE OUTLINE: ED 124 - HEALTHY FOUNDATIONS

Prepared: Lorna Connolly

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	ED 124: HEALTHY FOUNDATIONS
<b>Program Number: Name</b>	1030: EARLY CHILDHOOD ED
<b>Department:</b>	EARLY CHILDHOOD EDUCATION
<b>Semesters/Terms:</b>	20F
<b>Course Description:</b>	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 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.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	45
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>1030 - EARLY CHILDHOOD ED</b>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	VLO 3 Co-design and maintain inclusive early learning environments to value and support equitable, accessible and meaningful learning opportunities for all children, their families and communities in a range of early years and child care settings.
	VLO 4 Collaborate with children, families, colleagues, agencies and community partners to create, maintain, evaluate and promote safe and healthy early learning environments to support independence, reasonable risk-taking and healthy development and well-being.
	VLO 5 Use observation strategies to identify children's strengths and challenges and to ascertain when children and families might benefit from additional support or community resources.
	VLO 6 Use professional communication in interactions with children, families, colleagues, employers, the regulatory body, government authorities and children's service agencies to meet legal and ethical standards of the early years sector.
	VLO 7 Act in accordance with relevant legislation, regulations, College of Early Childhood Educators Code of Ethics and Standards of Practice, agency policies and procedures and principles of evidence-informed practice and reflect upon their impact on one's own role in early years and child care settings.
	VLO 8 Identify, report and document when a child is in a situation of perceived risk for, or actual neglect or abuse, in accordance with legislation, the College of Early Childhood Educators Code of Ethics and Standards of Practice, policies and procedures.
	VLO 10 Engage in reflective practice and continuous professional learning in accordance with principles of lifelong learning, evidence-informed practices in the early years

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.



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sector and requirements of the College of Early Childhood Educators.

**Essential Employability Skills (EES) addressed in this course:**

- EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
- EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- EES 3 Execute mathematical operations accurately.
- EES 4 Apply a systematic approach to solve problems.
- EES 5 Use a variety of thinking skills to anticipate and solve problems.
- EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
- EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
- EES 10 Manage the use of time and other resources to complete projects.
- EES 11 Take responsibility for ones own actions, decisions, and consequences.

**Course Evaluation:**

Passing Grade: 50%, D

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

**Books and Required Resources:**

Healthy Foundations in Early Childhood Settings by Pimento, B., Kernested, D. (2015)  
 Publisher: Nelson Edition: 6th  
 ISBN: 9780176739171

Ontario Regulation 137/15 Child Care and Early Years Act, by Ontario Ministry of Education  
<http://www.ontario.ca/laws/regulation/r15137#top>

**Course Outcomes and Learning Objectives:**

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Establish safe and healthy environments and practices in early learning programs	1.1 describe safe and healthy indoor and outdoor environments which meet requirements of current legislation, regulatory bodies and program policies 1.2 apply regulations of Occupational Health and Safety Act and Ministry of Labour as it relates to the work of early childhood educators 1.3 demonstrate awareness of health and safety policies and evidence-based practices in early learning programs 1.4 identify the impact of personal health practice in the area of occupational health on the role of the early childhood educator 1.5 analyze personal health practices and recognize their importance in modeling to children a healthy lifestyle 1.6 obtain certification in anaphylaxis training, worker health and safety awareness training and workplace violence and harassment training

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<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Analyze effective techniques to promote wellness and to manage and prevent health conditions among young children	2.1 research current health issues and design health promotion action plans 2.2 analyze the benefits of healthy physical activity for children 2.3 convey accurate information about health conditions and illnesses that occur in childhood 2.4 identify evidence-based practices that prevent the spread of illnesses and strategies to manage illnesses that occur in early learning programs 2.5 identify the responses required related to unsafe and emergency situations, including anaphylaxis 2.6 support the development of children's physical and mental health and well-being by promoting healthy patterns of eating, physical activity, sleep and personal care
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Identify the critical elements for ensuring child safety in environments for young children.	3.1 explore practices that enhance safety and accessibility 3.2 identify children's need to take reasonable risks, test limits and gain independence and self-confidence 3.3 identify environmental hazards in early learning programs 3.4 identify the adult role in ensuring a safe learning environment 3.5 explore working with parents to ensure maximum child health and safety
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Analyze the nutritional guidelines for young children and be able to plan and evaluate nutritional meals for children in child care settings	4.1 meet the nutritional requirements of children through planning and consultation with parents and relevant professionals 4.2 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 4.3 communicate an awareness of nutritional needs for infants through to age twelve 4.4 demonstrate the ability to plan and evaluate snacks and meals for children in licensed child care 4.5 execute mathematical operations accurately when preparing and analyzing menu plans
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
5. Describe the various forms of abuse and 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	5.1 discuss the concept of child abuse to include physical, emotional and sexual abuse and/or neglect along with patterns of abuse and risks of harm 5.2 discuss how notions of abuse are culturally and socially constructed 5.3 examine the role of the ECE in prevention and early identification of possible abuse 5.4 determine reasonable grounds to suspect when a child is at risk for abuse 5.4 outline procedures, policies and protocol for duty to report when dealing with suspicions of abuse and neglect in accordance with the Ontario Child, Youth and Family Services

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	<p>Act and College of Early Childhood Educators guidelines</p> <p>5.5 discuss the role of the Children’s Aid Society and other child protection agencies</p> <p>5.6 identify the community agencies available to assist the early childhood educator when dealing with violence issues</p> <p>5.7 identify potential commercial or other exploitation resulting in harm to children’s health, survival, development or dignity in the context of relationships</p> <p>5.8 identify the inherent imbalance of power in relationships between a professional and a child or family and ensure that they are protected from coercion, improper influence, harassment, abuse or exploitation</p> <p>5.9 obtain certification in Child Abuse Duty to Report principles</p>
<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
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	<p>6.1 identify signs of possible family violence</p> <p>6.2 measure the effects of various forms of abuse on children</p> <p>6.3 assess the impact of witnessing abuse</p> <p>6.4 explore how prevention and intervention programs can be used effectively</p> <p>6.5 propose various methods of support and intervention for individuals impacted by abuse</p>
<b>Course Outcome 7</b>	<b>Learning Objectives for Course Outcome 7</b>
7. Act in a professional manner	<p>7.1 use self-reflection and self-evaluation skills in an ongoing manner</p> <p>7.2 contribute one’s own ideas, opinions and information while demonstrating respect for the diverse opinions, values, belief systems and contributions of others.</p> <p>7.3 communicate clearly, concisely, and effectively in written, spoken, and visual form</p> <p>7.4 work collaboratively in a team in ways that contribute to effective working relationships and the achievement of goals</p> <p>7.5 take responsibility for one’s own actions, decisions, and consequences</p> <p>7.6 apply an accepted standard of writing, grammar, spelling and format to all submitted documents.</p> <p>7.7 cooperate fully with policies and procedures outlined in the Student Code of Conduct and ECE Confidentiality Policy.</p>

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Assignments & Training Workshops	40%
Content Integration	15%
Reading Reflections	15%
Tests	30%

**Date:** June 15, 2020

**Addendum:** Please refer to the course outline addendum on the Learning Management System for further information.

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