

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE



COURSE TITLE: HEALTH AND NUTRITION

CODE NO.: ED 125 SEMESTER: TWO

PROGRAM: EARLY CHILDHOOD EDUCATION

INSTRUCTOR: COLLEEN CROWLEY-STROM

DATE: JANUARY, 1994 PREVIOUS OUTLINE: JANUARY 1993

NEW: REVISED: X

APPROVED: *L. DeFrasario*
Dean, Human Sciences and
Teacher Education

Date *Jan 3/94*

NOTE: Please do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

TOTAL CREDIT HOURS: Three

PREREQUISITE(S): None

I. COURSE DESCRIPTION/GOALS:

This course involves the study of health, safety, and nutrition in relation to needs of young children. Health and nutritional status combined with the learning environment greatly influence a child's achievement of optimal physical, emotional, and intellectual development. This course will include a focus on health promotion and preventative health measures. Students will gain knowledge and resources to assist children to develop health-promoting lifestyle habits and attitudes, and to assume lifelong responsibility for their own level of health/wellness.

II. STUDENT PERFORMANCE OBJECTIVES:

Upon successful completion of this course the student should be able to:

1. Discuss the importance of modeling appropriate behaviours in the areas of health, safety, and nutrition when caring for young children.
2. Describe techniques to manage and prevent both chronic and acute ill-health conditions among young children.
3. Identify the critical elements involved in ensuring child safety in daycare facilities.
4. Outline the nutritional guidelines for young children.
5. Discuss several key issues involved in the planning and serving of food in daycare facilities.

III. TOPICS TO BE COVERED

1. Introduction to Health, Safety and Nutrition of the Young Child and the Early Childhood Educator
2. Diseases and Conditions Affecting Young Children - Management and Prevention
3. Issues Related to Child Safety
4. Nutritional Guidelines for Young Children
5. Planning and Serving Nutritious Food for Young Children

IV. LEARNING ACTIVITIES

RESOURCES

1.0 Introduction to Health, Safety and Nutrition of the Young Child and the Early Childhood Educator.

Upon successful completion of this unit, students should be able to:

Specific Page References. Refer to the Required Text

1.1 Define health (wellness) and explain how this definition has evolved.

Chapter One p. 2

1.2 Identify six dimensions of health/wellness and ways to enhance each of them.

handouts

1.3 Explain how heredity influences an individual's health status.

p. 3

1.4 Explain how a child's environment can greatly influence health, both positively and negatively.

p. 4
p. 149

1.5 Explain five reasons why good nutrition is essential for life.

p. 6

1.6 Explain how proper nutrition and poor nutrition affect children's behaviour.

p. 7

1.7 Identify at least six ways that Early Childhood Educators can ensure the protection of children.

p. 8,9

1.8 Explain why it is essential for Early Childhood Educators to be good role models of health enhancing behaviours.

p.11

1.9 Demonstrate understanding of the many benefits of a healthy lifestyle which includes proper nutrition, regular exercise and avoidance of "health-robbing" behaviours.

video
handouts

2.0 Diseases and Conditions Affecting Young Children - Management and Prevention.

Upon successful completion of this unit, students should be able to: Chapter 5

- 2.1 Explain how chronic fatigue can be remedied for children and their caregivers. p. 84,85
- 2.2 Explain five ways to prevent poor posture among children and their caregivers. p. 85,86
- 2.3 Describe five (5) chronic ill-health conditions: diabetes, seizures, allergies, asthma, and eczema. p. 86-94
- 2.4 Identify the Early Childhood Educator's and the parent's role in dealing with chronic health problems. p. 86-94
- 2.5 Identify the three factors that are necessary for the spreading of a communicable illness. Chapter 6 p. 103
- 2.6 Identify four methods of transmission of infectious agents and explain why child care facilities are conducive to germ transmission. p. 103,104
- 2.7 Explain four critical measures that child care facilities must use to reduce the spread of communicable illness. p. 106-117
- 2.8 List several warning signs and symptoms of impending acute illness which caregivers may observe. p. 107
- 2.9 Describe the steps to correct handwashing procedures. p. 114
- 2.10 Describe the proper management of children in Child Care facilities who are displaying signs and symptoms of the following: Colds, Diaper Rash, Diarrhea, Ear Ache, Fever, Sore Throat, Stomach Ache, Teething and Vomiting. Chapter 7 P. 133-144
- 2.11 Outline the "Day Nurseries Act" policies related to preventing the spread of infection and managing sick children. Day Nurseries Act

3.0 Issues Related to Child Safety

Upon successful completion of this unit, the student should be able to:

- 3.1 Identify the purposes of licensing requirements for Child Care facilities. Chapter 8
p. 152
- 3.2 Describe recommendations for ensuring a safe environment in child care facilities. p. 154-164
- 3.3 Describe the five most common causes of accidental death among young children Chapter 9
p. 179
- 3.4 Identify conditions which increase the likelihood of accidents in child care settings. p. 180
- 3.5 Describe how advanced planning is critical to accident prevention. p. 184-185
- 3.6 Describe the many circumstances to consider when establishing rules and supervision to prevent accidents. p. 185-188
- 3.7 Describe appropriate guidelines for selecting toys, play equipment, and activities for children. p. 190-192
- 3.8 Identify seven important components of child care facilities. Chapter 10
p. 208-209
- 3.9 Identify the steps to the appropriate treatment of conditions requiring either emergency care or first aid. p. 211
- 3.10 Identify ten life-threatening conditions and state the emergency treatment for each. p. 212-226
- 3.11 Identify 12 conditions requiring first aid and outline the appropriate treatment for each. p. 227-235
- 3.12 Outline the many reasons why health, safety, and nutrition education is so important for young children. Chapter 12
p. 261-262
- 3.13 Outline the "Day Nurseries Act" policies related to ensuring safety and managing accidents and emergencies. Day Nurseries Act

4.0 Nutritional Guidelines for Young Children

Upon successful completion of this unit, students should be able to:

- 4.1 Identify three circumstances which may cause malnutrition. Chapter 13 p. 292
- 4.2 Outline the four basic food groups in the Canada Food Guide and classify foods according to the guide. p. 293-298
- 4.3 Identify the nutrient strengths and weaknesses of each of the four food groups. p. 295-298
- 4.4 Identify the dietary guidelines established to maximize health and reduce the risk of chronic diseases. p. 303-304
- 4.5. Define calorie-dense and nutrient-dense foods and explain why children and many adults should avoid each of the latter. p. 306
- 4.6 Identify the only three types of nutrients that supply energy and identify the number of calories each type supplies. p. 314
- 4.7 Identify good sources of each of the energy-supplying nutrients p. 316-322
- 4.8 Identify three types of nutrients that promote growth and list food sources of each. p. 329-336
- 4.9 Differentiate between non-essential and essential amino acids. p. 329
- 4.10 Identify sources of complete and incomplete proteins and give examples of complementary incomplete, proteins p. 330
- 4.11 Identify the four types of nutrients involved in regulating body function. p. 343
- 4.12 Explain why vitamin supplements can not replace an adequate diet. p. 347

5.0 Planning and Serving Nutritious Food For Young Children

Upon successful completion of this unit, the student should be able to:

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| 5.1 | Outline the key responsibilities of the caregiver in feeding a young child. | Chapter 18
p. 383 |
| 5.2 | Estimate the appropriate serving sizes for children of different ages. | p. 383-384
p. 388-389 |
| 5.3 | Describe four health problems related to unhealthy eating habits acquired during early childhood. | p. 390-391 |
| 5.4 | Discuss common feeding concerns during the toddler and preschool years. | p. 391-393 |
| 5.5 | Identify strategies to promote good eating habits among young children. | p. 389
p. 391-393 |
| 5.6 | Identify the criteria for adequate menus for young children. | Chapter 19
Day Nurseries Act |
| 5.7 | Plan meals and snacks which meet young children's nutritional requirements. | p. 412-417 |
| 5.8 | Identify ways to ensure sanitation and avoid contamination of food. | Chapter 20
p. 425-429 |
| 5.9 | Outline the "Day Nurseries Act" policies related to food safety. | Day Nurseries Act |
| 5.10 | Explain six important guidelines for nutrition education projects. | Chapter 21
p. 455-457 |

V. EVALUATION METHODS

Chapter Tests (5 x 10%)	50%
Group Presentation	20%
Assignments (In class and out of class)	15%
Test on Nutrition Related Topics	15%
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	100%

GRADING:

- 90 - 100% = A+
80 - 89% = A
70 - 79% = B
60 - 69% = C
Below 60% = R (Repeat of the Course)

NOTES:

If you miss a written test without a physician's note, you will get a mark of zero. You must provide your instructor with advanced notice, in writing, if you need to miss a test. In the event of an emergency on the day a test (either academic or physical) you must call your instructor to explain your absence. Immediately upon your return to the College, you are responsible to make arrangements with your instructor, for make-up of a missed test prior to the next scheduled class. Failure to comply with this policy will result in a zero grade for missed test.

Late assignments will be penalized 10% per day. Assignments will not be accepted beyond 7 days after the due date.

Students arriving more than five minutes after class begins (without prior approval from instructor) will not be admitted to class.

VI. REQUIRED STUDENT RESOURCES

Health, Safety and Nutrition For The Young Child,
Lynn Marotz, Jeanettia Rush, Marie Cross

Nutritious Ideas for Day Nurseries, Durham, Northumberland Day
Nurseries Nutrition Committee

VIII. SPECIAL NEEDS

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

IX. NOTE

Your instructor reserves the right to modify the course and/or course outline as he/she deems necessary to meet the needs of students.

GRADING:

90 - 100 = A+
80 - 89 = A
70 - 79 = B
60 - 69 = C
Below 60 = F (Repeat of the Course)