

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)

A. Learning Outcomes:

- 1) ***Establish and maintain 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 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 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.

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 Elementary School Years

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Health, Safety, and Nutrition for the Young Child (4th Ed.)
Marotz, Cross, Rush, Delmar Publishers
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 prior to the cooking experience.

Menu planning**15%**

Using DNA requirements, each student will plan and record 2/3 of the child's daily nutritional needs. Taking into account the principals discussed in class, this menu must be planned for one month and appropriate for preschool children in a licenced Day Care. Recipes will be needed.

In Class Assignments**15%**

Using text book and handouts

Tests (x2) each**15%****Fact Sheet - for Parents****5%**

(Each student will create and design a parent friendly fact sheet dealing with health, safety or nutritional needs of children in childcare. Topics will be assigned in class)

Fact Sheet - for Teachers**5%**

(Each student will create and design a fact sheet for staff in order to be able to identify and handle health, safety or nutritional needs of children in childcare)

Presentation (in-class)**5%**

(Present your fact sheets and recommendations to classmates - come prepared with hand outs for each class member at time of presentation - this fact sheet will be used to assemble a **Health and Safety Section in Administration Project**)

Attendance and participation are an essential element in this process

Attendance will be taken and is worth **10%** of final grade.

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 572)
Allowing the rewrite is at the professor's discretion if the student had provided a reasonable excuse for the absence. Requests for rewrites will be denied if made one week or more after the test date.

Method of Assessment (grading method):

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

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 E1204 or call Extension 493, 717, or 491 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.

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 instructor.

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.

Suggested Topics for Parent/Teacher Fact Sheets**Communicable Diseases and Health Issues**

Chicken-pox	Brucellosis
Fifth Disease	Childhood Teeth
AIDS/HIV	Diphtheria
Hand, Foot and Mouth Disease	Food poisoning, all causes
Headlice	Gastroenteritis, institutional
Hepatitis A	Yellow Fever
Hepatitis B	Hepatitis C
Infections in Schools and Daycare	Tetanus
Influenza	Herpes
Meningitis	Meningitis, acute
Mononucleosis	Poliomyelitis, acute
Pink-eye (Conjunctivitis)	Rabies
Scabies	Trichinosis
Scarlet Fever	Measles
Shingles	Mumps
Universal Precautions	Lyme Disease
Sun Stroke/heat exhaustion	Frost Bite
Hand washing	Fever
Whooping Cough	Group A Streptococci
Traumatic Head Injury	Impetigo
Peanut allergies	West Nile Virus
Antibiotic safety	Norwalk virus
Immunization	Human and Animal Bites

Each student will research a health issue and prepare **two** fact sheets. One for **Parents** in a language they will understand. The other fact sheet for **Teachers** who work in the field and need to deal with the issue in a classroom setting. These fact sheets, will be professionally prepared, typed and duplicated for each class member. Each student will be assigned a presentation time during class in order to present his/her findings. The presentation will **NOT** consist of a reading of the fact sheets but a discussion with the class on your findings and recommendations. The student should also show relevant resource books and materials during this presentation. These sheets must be retained by each student and used to assemble a **Health and Safety Section in the Administration Project**.