

COURSE NAME: ECE118 Health, Safety, and Nutrition

Credit Value: 3
 Total Course Hours: 42
 Prerequisite Course(s): None
 Corequisite Course(s): None

COURSE DESCRIPTION

This course will explore relevant factors that impact the overall health and well being of both children and early childhood educators. Occupational health and safety aspects will be reviewed and discussed to promote health and wellness within the field. Students will be exposed to relative legislation covered in the Child Care and Early Years Act, as well as particular policies and procedures and Standards of Practice utilized within early learning environments. Students will become familiar with maintaining a healthy and safe learning environment to promote the well being of children in all aspects of health.

PLAR INFORMATION

This course is eligible for Prior Learning Assessment and Recognition. Students are advised to discuss options with their program coordinator.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

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| <p>1.0 Evaluate the holistic nature of health by examining its physical, intellectual, emotional and, social dimensions.</p> <p>1.1 Define health.</p> <p>1.2 Describe community and individual responsibility to determining health.</p> <p>1.3 Recognize and describe the social determinants of health.</p> <p>1.4 Differentiate between the roles of personal and the public health systems.</p> <p>1.5 Discuss holistic health and its effect on Canada's changing health system.</p> <p>1.6 Define prevention.</p> <p>1.7 Define health promotion.</p> <p>2.0 Recognize the importance of maintaining personal health and safety pertaining to the occupation of caring for young children</p> <p>2.1 Identify a personally balanced lifestyle.</p> <p>2.2 Identify physical risks to educators and ways in which to reduce potential risks</p> <p>2.3 Discuss prevention strategies for physical risks.</p> <p>2.4 Identify the sources of stress and its impact on the well being of educators.</p> <p>2.5 Describe the rights of the worker under the</p> | <p>Occupational Health and Safety Act</p> <p>3.0 Analyze principles of a health promotion philosophy to both the educator and the children they work with</p> <p>3.1 Identify and describe our body's natural defence mechanisms.</p> <p>3.2 Describe how germs are spread.</p> <p>3.3 Explain the role of policies and procedures in infection control.</p> <p>3.4 Explain the importance of immunization and it's role in prevention of communicable diseases</p> <p>3.5 Describe common policies and procedures relating to health prevention and promotion</p> <p>3.6 Identify signs and symptoms of common childhood illnesses</p> <p>4.0 Demonstrate knowledge in promoting children's health based on awareness of child development and observation.</p> <p>4.1 Describe factors that shape eating habits.</p> <p>4.2 Create awareness of food insecurity in Canada.</p> <p>4.3 Recognize the categories of nutrients and describe main functions.</p> <p>4.4 Explain the influence of Canada's Food Guide to healthy eating.</p> |
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- 4.5 Describe how to create a positive eating environment.
- 4.6 List the appropriate principles and practices in infant feeding.
- 4.7 Identify developmental issues for children that affect their eating behaviour.
- 4.8 Consider the effects of overeating or undereating.
- 4.9 Review basic concepts regarding meal/menu planning and relate to provincial policies
- 5.0 Demonstrate an understanding of safety promotion.
 - 5.1 Describe common childhood injuries, factors and their risks.
 - 5.2 Explain the importance of training in safety promotion.
 - 5.3 Evaluate the indoor and outdoor environment for safety.
 - 5.4 Relate active supervision to injury prevention.
 - 5.5 Identify the various factors that affect the level of supervision.
 - 5.6 Recognize the importance of developmentally appropriate practices and how they relate to safety (ELECT)
- 6.0 Recognize relevant factors that contribute to the overall well being of children.
 - 6.1 Support children's development in all aspects of health
 - 6.2 Outline the role of the educator in supporting of self-regulation and relationship development, stress levels, and sexuality.
 - 6.3 Describe essential principles in planning and carrying though a program that recognizes needs for rest and physical activity.
 - 6.4 Implement developmentally appropriate health curriculum
 - 6.5 Identify appropriate practices in health.
 - 6.6 Integrate health curriculum in each age group.
 - 6.7 Design nutritious cooking experiences with young children.
 - 6.8 Promote dental health..
 - 6.9 Identify specific sections of the Child Care and Early Years Act and its connections to supporting health, safety and nutrition
- 7.0 Recognize signs of maltreatment and understand the role of the role of the educator in prevention and suspicions.
 - 7.1 Identify various forms of child maltreatment
 - 7.2 Recognize the signs of child maltreatment and appropriate courses of action
 - 7.3 Explain the educators role in supporting the prevention of child maltreatment
 - 7.4 Identify the importance of community involvement in supporting a child or family involved in an abusive situation
 - 7.5 Recognize the impact of child maltreatment on healthy development
 - 7.6 Describe the roles and responsibilities of the ECE in reference to the "duty to report"
- 8.0 Demonstrate the ability to meet course requirements and display professional skills required within the field
 - 8.1 Consistently and punctually attend all classes as scheduled
 - 8.2 Comprehensively complete all tasks assigned in the course, according to the deadlines as outlined
 - 8.3 Demonstrate professional and presentable conduct conducive to working with those of a vulnerable sector, at all times
 - 8.4 Display the capabilities of safely and competently engaging with young children and their perspective agencies
 - 8.5 Demonstrate the ability to follow the College of Early Childhood Educators Code of Ethics and Standards of Practice within the classroom setting
 - 8.6 Articulate the relevancy of the Child Care and Early Years Act to children's health and safety
 - 8.7 Display the ability to work collaboratively and effectively with peer groups and professors

GENERAL EDUCATION

This is not a General Education course.

PROGRAM VOCATIONAL OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved program vocational learning outcomes (PVLO):

Early Childhood Education

4. establish and maintain responsive relationships with individual children, groups of children and families.
5. assess, develop and maintain safe, healthy and quality early learning environments which meet the requirements of current legislation, agency policies and evidence-based practices in early learning.
7. identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on a variety of early learning environments.
8. apply a developing personal philosophy of early learning in accordance with ethical and professional standards of early childhood education practice.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved essential employability skills (EES) outcomes:

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

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

COURSE EVALUATION

Quizzes 20%

Final Exam 35%

Assignments 45%

No element of this course is optional. To receive a passing grade, all course work, tests/exams, and assignments must be completed satisfactorily

PROGRAM SPECIFIC GRADING

Per College Grading System

GRADING SYSTEM

A+: 90-100%	B+: 77-79%	C+: 65-69%	D: 50-54%	S - Satisfactory
A: 85-89%	B: 73-76%	C: 60-64%	F: 0-49%	I - Incomplete
A-: 80-84%	B-: 70-72%	D+: 55-59%		F - Repeat course

*For a complete detailed description please refer to the College website.

LEARNING RESOURCES

Required:

How Does Learning Happen?

Early Learning for Every Child Today

Resources used by the Professor:

Healthy Foundations in Early Childhood Settings 5th ed. by Barbara Pimento and Deborah Kernsted

(recommended for purchase by students)

College of Early Childhood Educators: Duty to Report

Child Care and Early Years Act

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

LEARNING ACTIVITIES

In class lecture, group discussion/debate, scenarios, small group activities, lab

DELIVERY MODE

2 hours in class lecture, 1 hour lab with hands on activities

ACADEMIC POLICIES

- Academic Integrity
- Academic Appeal
- Academic Attendance

- Grading and Assessment

For academic policies please see: <http://www.canadorecollege.ca/about-us/corporate-policy-manual>.

COLLEGE POLICIES

- Protecting human rights in support of a respectful college community

For college policies please see: <http://www.canadorecollege.ca/about-us/college-policies>.

STUDENT SUCCESS SERVICES

YOUR SUCCESS MATTERS!

We offer comprehensive, student-focused services designed to help you succeed. Canadore is committed to Student Success and offers CONFIDENTIAL services to help you in your studies. We offer:

- Study skills workshops
- Peer tutoring
- Career guidance
- Mental health and wellness tips and strategies
- Resource centre
- Assistive devices

The ultimate goal of Student Success Services is to support students so they can achieve success academically, in their career aspirations, and in their personal lives. Please don't hesitate to drop by C262 or to book an appointment please call 1-705-474-7600 ext. 5205.

FIRST PEOPLES' CENTRE:

We offer a culturally safe environment where our student focused services provide you with the following CONFIDENTIAL services:

- One on one counselling
- Elder in residence
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college

reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.