

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 health, safety, nutritional needs and overall well-being of young children. Students will explore the role of the educator in upholding provincial legislation, Standards of Practice and common policies, procedures and practices that pertain to supporting holistic and healthy child development within the early learning environment.

LAND ACKNOWLEDGEMENT

Canadore College resides on the traditional territory of the Anishinaabeg and within lands protected by the Robinson Huron Treaty of 1850. This land is occupied by the people of Nipissing First Nation, Treaty #10 in the Robinson Huron Treaty of 1850 since time immemorial.

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 the social determinants of health and their impact on a person's well-being.</p> <ul style="list-style-type: none">1.1 Define health.1.2 Describe community and individual responsibility to determining health.1.3 Recognize and describe each of the social determinants of health.1.4 Discuss how the social determinants of health may differ for indigenous or marginalized children in Canada.1.5 Differentiate between the roles of personal and the public health systems.1.6 Discuss holistic health and its effect on Canada's changing health system.1.7 Define and describe health prevention vs health promotion <p>2.0 Recognize the importance of maintaining personal health and safety pertaining to the occupation of caring for young children.</p> <ul style="list-style-type: none">2.1 Identify a personally balanced lifestyle.2.2 Identify occupational risks to educators.2.3 Discuss prevention strategies for physical | <p>risks.</p> <p>2.4 Identify the sources of stress and its impact on the well being of educators.</p> <p>2.5 Recognize how to implement positive coping strategies for self-management and care.</p> <p>2.6 Describe how the health and well-being of the educator greatly impacts relationships and the development of the child.</p> <p>2.7 Describe the rights of the worker under the Occupational Health and Safety Act.</p> <p>3.0 Analyze principles of health awareness and practices in maintaining a safe learning environment for children and staff.</p> <ul style="list-style-type: none">3.1 Identify and describe our body's natural defence mechanisms.3.2 Describe how germs are spread and how to reduce the chain of transmission.3.3 Explain the role of policies and procedures in infection control.3.4 Explain the importance of immunization and it's role in prevention of communicable diseases.3.5 Describe common policies and procedures |
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- relating to health prevention and promotion.
- 3.6 Identify signs and symptoms of common childhood illnesses.
- 3.7 Outline the importance of healthy practices of both educators and children.
- 3.8 Articulate the role of observation in maintaining a safe environment for staff, children and families.
- 4.0 Demonstrate knowledge in promoting children's health and nutrition based on awareness of child development and observation.
- 4.1 Describe factors that shape eating habits.
- 4.2 Recognize how to support engaged learning through child exploration of food and meal preparation
- 4.3 Review the impact of food insecurity on the developing child.
- 4.4 Explain the influence of Canada's Food Guide to healthy eating.
- 4.5 Explore Canada's Food Guide for First Nations, Inuit and Metis
- 4.6 Describe how to create a positive eating environment.
- 4.7 Outline the appropriate principles and practices in infant feeding.
- 4.8 Identify developmental issues for children that affect their eating behaviour.
- 4.9 Consider the effects of overeating or undereating.
- 4.10 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 learning environments for safety.
- 5.4 Relate active supervision to injury prevention.
- 5.5 Identify the various factors that impact levels of supervision.
- 5.6 Recognize the importance of developmentally appropriate practices and how they relate to safety (ELECT).
- 6.0 Analyze relevant factors that contribute to the overall well being of children.
- 6.1 Support children's development in all aspects of health in conjunction with Standard III: Safety, Health and Well-Being in the Learning Environment as outlined by the College of Early Childhood Educators Standards of Practice
- 6.2 Outline the role of the educator in supporting of children's developing sense of relationships, self-regulation, stress levels and coping mechanisms, and sexuality.
- 6.3 Describe essential principles in planning and implementing a program that recognizes needs for rest and physical activity in accordance with provincial regulations
- 6.4 Identify appropriate health practices and implement a developmentally appropriate health curriculum.
- 6.5 Design nutritious cooking experiences with young children.
- 6.6 Recognize how to support developing knowledge of personal health and hygiene for children through various stages of development.
- 6.7 Identify specific sections of the Child Care and Early Years Act and Code of Ethics and Standards of Practice as they apply to supporting children's health, safety and nutrition
- 6.8 Describe how the Foundations of Learning(HDLH) are linked to aspects of this course.
- 7.0 Recognize signs of child maltreatment and understand the responsibilities of the educator in maintaining children's safety and protection at all times.
- 7.1 Identify various forms of child maltreatment.
- 7.2 Recognize the signs of child maltreatment and discuss appropriate terms of action for ensuring children's safety.
- 7.3 Explain the educators role in supporting the prevention of child maltreatment; including sexual abuse prevention.
- 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 Registered Early Childhood Educator 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 and review content as posted through online learning platforms.

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 explain and abide by the College of Early Childhood Educators Code of Ethics and Standards of Practice in supporting children's health and well-being

8.6 Display the ability to work collaboratively and effectively with peer groups and professors.

8.7 Review and adhere to the policies of the Early Childhood Education program and Canadore College.

GENERAL EDUCATION

This is not a General Education course.

PROGRAM OUTCOMES

This course contributes to the following Ministry of Colleges and Universities approved program learning outcomes (PLO):

Early Childhood Education

1. Create learning contexts to enable, build and maintain caring, responsive relationships in partnerships with children, families and communities that value and respect social, cultural and linguistic diversity including Indigenous peoples' worldviews and Francophone identity.
2. Co-create, facilitate and reflect upon inquiry and play-based early years and child care programs and pedagogical approaches to support children's learning, holistic development and well-being following children's capabilities, interests, ideas and experiences.
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.
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.
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.
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.
9. Create and engage in partnerships with families, communities, colleagues, inter-disciplinary professionals, authorities and child service agencies to advocate for quality early years and child care programs and services.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of 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

There are no external accreditations or conditions identified for this course.

COURSE EVALUATION

Quizzes/Exam(s) 50%

Assignments 50%

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, included in GPA
								FS- Failure Supplemental
								FR- Repeat course, excluded from GPA

*For a complete chart of grades and descriptions, please see the Grading Policy.

LEARNING RESOURCES

No textbooks have been identified for this course.

Other Resources:

Required Resources will be provided by the professor either in class or on D2L.

Additional Recommended Resources: Healthy Foundations in Early Childhood Settings, 6th Edition by Barbara Pimento and Deborah Kernsted

Students may be requested to purchase materials associated with assignments ie. recipe ingredients/supplies and learning materials.

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.

Technology requirements - <https://www.canadorecollege.ca/BYOD>

The Harris Learning Library's staff can help you find resources to support your learning - www.eclibrary.ca

LEARNING ACTIVITIES

Access to online learning platform (D2L/ilearn). Hands on learning experiences, audio/video aids, discussion/debate, scenarios etc.

DELIVERY MODE

This course may be delivered, in whole or in part, in a number of modalities, including in class, online, hybrid, in a synchronous or asynchronous manner or a combination thereof, as per accreditation and/or regulatory standards where appropriate.

RECORDING GUIDELINES

This class may be recorded by faculty of the College. Faculty will inform students when recording of the class commences and ceases. 'Recorded' means that the audio-visual and chat portions of the class will be recorded and then be stored on the College or vendor provider server. They will be made available to students, but only for the express and sole use of those registered in this course. If you have any questions or concerns about this recording, please contact your instructor or the College's privacy officer at privacy.officer@canadorecollege.ca. Full recording guidelines can be found at: <https://cdn.agilitycms.com/canadore-college/academic-centre-of->

excellence/Canadore%20Recording%20Guidelines.pdf

EXPERIENTIAL LEARNING

All full-time programs of study at Canadore College strive to provide students with the opportunity for experiential learning. This course provides students with an experiential learning opportunity through:

Workplace/Lab Simulation (EL)

ACADEMIC POLICIES

Canadore College is committed to the highest standards of academic integrity, and expects students to adhere to these standards as part of the learning process in all environments. The College's Academic Integrity policy seeks to ensure that all students understand their rights and responsibilities in upholding academic integrity and that students receive an accurate and fair assessment of their work. Please review the Academic Integrity policy (A-18) and other academic policies found on our website: <https://www.canadorecollege.ca/about/policies>.

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!

Student Success Services provides student-focused services to facilitate students' success in their studies. Staff provide support by reducing and/or removing educational-related barriers through individualized accommodations and supports to students with disabilities.

Please visit our webpage to learn more: <https://www.canadorecollege.ca/support/student-success-services> or look for our events on social media.

To connect with Student Success Services email studentsuccessnow@canadorecollege.ca or call 705.474.7600 ext 5205.

FIRST PEOPLES' CENTRE:

A culturally safe environment offering CONFIDENTIAL student focused services, drop in or make an appointment to access:

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

<https://www.canadorecollege.ca/experience/indigenous-student-experience>

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.