



COURSE OUTLINE

ELCC 110  
HEALTH, NUTRITION & SAFETY

45 HOURS  
3 CREDIT COURSE

PREPARED BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
Christina Sim, Instructor

APPROVED BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
Dr. Andrew Richardson, Dean

APPROVED BY ACADEMIC COUNCIL: \_\_\_\_\_

RENEWED BY ACADEMIC COUNCIL: \_\_\_\_\_

YUKON COLLEGE  
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This course outline has been adapted from Grant MacEwan Community College's curriculum. Copyright permission has been received in 1991.

Course outline revised in February 2015.

Yukon College  
P.O. Box 2799  
Whitehorse, YT  
Y1A 5K4



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HEALTH, NUTRITION & SAFETY

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<b>INSTRUCTOR:</b> Christina Sim	<b>OFFICE HOURS:</b> TBA
<b>OFFICE LOCATION:</b> TBA	<b>CLASSROOM:</b> TBA
<b>E-MAIL:</b> csim@yukoncollege.yk.ca	<b>TIME:</b> Mondays 6:30 - 9:30 PM
<b>TELEPHONE:</b> (867) 668-8845	<b>DATES:</b> Sept 14 - Dec 14, 2015

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**COURSE DESCRIPTION**

This is a study of methods of meeting the health, nutritional, and safety needs of young children. The course provides basic information on the role nutrition plays in our lives, nutrient content of food, and the principles and practices of good health for children, including identification of the health and safety components in children's programs.

**PREREQUISITES**

None. It is recommended that students have completed Grade 12, including English 12.

**EQUIVALENCY OR TRANSFERABILITY**

Please check the following link <http://www.yukoncollege.yk.ca/programs/info/ecc> for information about transferability of Early Learning and Child Care courses.

**LEARNING OUTCOMES**

Upon successful completion of the course, students will:

- recognize the holistic nature of health through examining its physical, emotional and social dimensions
- identify and demonstrate the scope and limits of the educator's roles with regard to the health, safety, and nutrition of children, recognizing the importance of sensitivity and respect for the primary role of parents and family and diversity of cultures and beliefs
- apply principles of a health promotion philosophy to their lives as well as to their work with children

- promote children’s health based on knowledge of child development and observation
- recognize and assimilate the importance of collaborating and networking with other professionals and agencies on an ongoing basis to enhance health in early learning and childcare environments
- apply the principles of essential health policies and practices in early learning and childcare environments.

## **DELIVERY METHODS/FORMAT**

This 45-hour course will be delivered in the classroom setting and/or web-conferencing by the instructor. The presentation of information will be primarily delivered by the instructor and occasionally by guest speakers.

Each lesson will include a variety of teaching/learning experiences. These strategies may include lecture, large and small discussion groups, in-class projects, experiences, simulations, role plays, observations, readings, audio-visual aids, guest speakers, and student’s individual assignments.

## **ASSESSMENTS**

### **Attendance and Participation**

Much of the learning is done in the classroom. Students learn from each other, as well as from the instructor. Therefore, attendance and appropriate participation are essential.

Students are expected to attend and participate in all classes, are expected to be actively involved in discussions, and must take responsibility for their own learning. The student’s own personal experience and thoughts will provide much of the material for discussion; therefore, it is expected that students are prepared for classes by having completed the requiring readings, assignments and other assigned work. The emphasis will be placed on learning by doing, and on personal reflection on individual experiences.

Professional behaviour is expected, and if a class should be missed, the student will communicate with their instructor ahead of time and at least upon their return to class.

### **Assignments**

Each assignment is designed to help the student synthesize knowledge from class, readings, personal knowledge, and traditional knowledge to build greater understanding. Planned class discussions are enriched when students have completed assigned work at the appropriate time. Material from student assignments also plays an important role in helping the instructor design class activities and lectures to best suit the group of students. Therefore, handing in assignments on the due dates is very important.

ASSIGNMENT #	ASSIGNMENT NAME	VALUE
Assignment #1	Common Illnesses in Childhood	20%
Assignment #2	Menu Planning	15%
Assignment #3	Health Promotion Action Plan	30%
Assignment #4	Health/Safety/Nutrition Project	35%

Assignments will be discussed at the beginning of the course and presented in writing with criteria clearly defined. All students are encouraged to contact the instructor if they have questions or concerns about assignments or their progress. In exceptional circumstances, students may discuss alternate arrangements with their instructor (such as late submission of assignments, etc).

**ALL** assignments must also be submitted punctually. **5% will be deducted** for each calendar day that an assignment is late.

Please see additional comments about assignments in the assignment package.

#### **REQUIRED TEXTBOOKS AND MATERIALS**

Pimento, B., & Kernersted, D. (2015). Healthy foundations in early childhood settings (5th ed.). Scarborough, Ontario: Nelson/Thomson Learning.

#### **REFERENCE MATERIALS**

##### **Books**

Canadian Paediatric Society. (2008) Wellbeings: A guide to promote the physical health, safety and emotional well-being of children in childcare and family day care homes. Toronto, Ontario: Creative Premises Ltd.

Chud, G. & Fahlman, R. (1995) Honouring diversity within child care and early education. An instructor's guide. Vancouver, British Columbia: Ministry of Skills Training and Labour.

Crowther, Ingrid (2005) Safe and Healthy Children's Environments. Toronto: Pearson Education Canada Inc.

Edelstein, Sari F. (1995) The healthy young child. St. Paul, MN: West Publishing Company.

Marotz, L.R. et al., (2012) Health, safety & nutrition for the young child. Albany, New York: Delmar Publishing Inc.

Yukon Child Care Act, Yukon Territory (April 2009)  
<http://www.gov.yk.ca/legislation/acts/chfase.pdf>

Yukon Immunization Guide, Yukon Territory (2012) adopted from the BCCDC  
<http://www.hss.gov.yk.ca/yipm.php>

### **Videos**

I Am Your Child (2000) The first years last forever (video series) Beverly Hills, Ca.

Kenner, R (Producer), Schlosser, E (Director) 2008, Food Inc. Dvd. United States. Magnolia Pictures.

### **ACADEMIC AND STUDENT CONDUCT**

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:

[http://www.yukoncollege.yk.ca//downloads/Yukon\\_College\\_Academic\\_Regulations\\_and\\_Procedures\\_-\\_August\\_2013\\_final\\_v1.pdf](http://www.yukoncollege.yk.ca//downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf)

### **PLAGIARISM**

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

### **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukoncollege.yk.ca/yfnccr](http://www.yukoncollege.yk.ca/yfnccr).

### **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students with a documented disability or chronic condition. It is the student's responsibility to seek these accommodations. If a student has a disability or chronic condition and may need accommodation to fully participate in this class, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or [lassist@yukoncollege.yk.ca](mailto:lassist@yukoncollege.yk.ca)

**ELCC 110  
HEALTH, SAFETY AND NUTRITION  
SYLLABUS**

CLASS	TOPIC
Class #1	<ul style="list-style-type: none"> <li>• Introductions and group building/expectations revealed</li> <li>• Overview of course content, assignments, readings, evaluation</li> <li>• Current concepts of health/wellness</li> </ul>
Class #2	<ul style="list-style-type: none"> <li>• Promoting health and well-being for caregivers and children in care</li> <li>• Role of the caregiver and community resources</li> <li>• Health Promotion Action Plan</li> <li>• Diversity and health issues</li> </ul>
Class # 3	<p>Creating and Managing Healthy Child Care Environments</p> <ul style="list-style-type: none"> <li>• Our bodies' defence mechanisms</li> <li>• How infection spreads</li> <li>• Infection control strategies</li> </ul>
Class # 4	<p>Illness Management in Children</p> <ul style="list-style-type: none"> <li>• Signs and symptoms of infection/common illnesses affecting children</li> <li>• Caregivers' roles in managing illness</li> <li>• Formulating health policies</li> </ul>
Class # 5	<p>Introduction to Nutrition</p> <ul style="list-style-type: none"> <li>• Diet and health trends in Canada</li> <li>• Factors that shape attitudes towards food/healthy eating habits</li> </ul>
Class # 6	<p>Assignment #1 - Common Illness Presentations Nutrients, Food Guides, Food Labels</p> <ul style="list-style-type: none"> <li>• Canada's, Aboriginal and Vegetarian Food Guides - key concepts</li> <li>• Functions and source of key nutrients/food labels</li> <li>• Life cycle nutrient needs</li> </ul>
Class # 7	<p>Nutrition Through Different Life Stages</p> <ul style="list-style-type: none"> <li>• Using nutritional guidelines to plan snacks/meals for children</li> <li>• Special nutritional challenges and concerns of young children</li> </ul>
Class # 8	<p>Menu Planning and Food Safety</p> <ul style="list-style-type: none"> <li>• Reducing the risk of choking</li> <li>• Food safety practices and food-borne illness</li> <li>• Steps in menu planning</li> <li>• Considerations in Menu Planning</li> </ul>

Class # 9	<p>Safe Environments-Safe Children</p> <ul style="list-style-type: none"> <li>• Understanding nature of childhood injuries</li> <li>• How to create safe environments</li> <li>• Role of the caregiver and community resources</li> <li>• Injuries - prevention and management</li> </ul>
Class # 10	<p>Promoting Safety</p> <ul style="list-style-type: none"> <li>• Healthy active living</li> <li>• Safety Outdoors</li> <li>• Food Safe</li> <li>• Providing children with personal safety skills</li> </ul>
Class #11	<p>Supporting Childhood Development</p> <ul style="list-style-type: none"> <li>• Stress</li> <li>• Sexuality</li> <li>• Preventing and reporting child maltreatment</li> </ul>
Class #12	<ul style="list-style-type: none"> <li>• Rationale for health, safety &amp; nutrition education in the early years</li> <li>• Planning developmentally appropriate health safety &amp; nutrition experiences for young children</li> </ul>
Class #13	<ul style="list-style-type: none"> <li>• Assignment #4 - Health/ Safety/Nutrition Assignment Discussions</li> </ul>
Class #14	<ul style="list-style-type: none"> <li>• Final Class Wrap Up</li> </ul>