



COURSE OUTLINE

ELCC 110

HEALTH, NUTRITION & SAFETY

45 HOURS
3 CREDIT COURSE

PREPARED BY: Rebecca Fenton, Instructor DATE: March 16, 2015

APPROVED BY: Andrew Richardson, Dean DATE: _____

APPROVED BY ACADEMIC COUNCIL: May 25, 2015

RENEWED BY ACADEMIC COUNCIL: _____

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

HEALTH, NUTRITION & SAFETY

INSTRUCTOR: Christina Sim

OFFICE HOURS: TBA

OFFICE LOCATION: TBA

CLASSROOM: TBA

E-MAIL: csim@yukoncollege.yk.ca

TIME: Mondays, 6:30 - 9:30 PM

TELEPHONE: (867) 668-8845

DATES: Sept 12 - Dec 19, 2016

FAX: (867) 668-8805

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.

COURSE 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.

To find information on Equipment/Software Requirements for Yukon College Systems please see the following link https://www.yukoncollege.yk.ca/information-technology/pages/about_it/it_for_students

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.

Child Care Act, RSY 2002, c.30; amended by SY 2008, c.1; SY 2012, c.7; SY 2012, c.14
Retrieved from

http://www.gov.yk.ca/legislation/acts/chca_c.pdf

Government of Yukon. (2012). Immunization program manual. Whitehorse, YT:
Author. Retrieved from

<http://www.hss.gov.yk.ca/yipm.php>

Videos

The First Years Last Forever. (Uploaded Nov 19, 2011). Standard YouTube License.
The First Years Last Forever. Retrieved from
<https://www.youtube.com/watch?v=TI-BXTHvRfs>

Kenner, R (Producer), Schlosser, E (Director) 2008, Food Inc. Dvd. United States.
Magnolia Pictures. Food, Inc. (Published Dec 27, 2014). Standard You Tube License.
Retrieved from
https://www.youtube.com/watch?v=EKqdL7A_aUI

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

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 of 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.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

LORENE ROBERTSON WRITING CENTRE

All students are encouraged to make the Writing Centre a regular part of the writing process for coursework. Located in C2231 (adjacent to College Library), the Writing Centre offers half-hour writing coaching sessions to students of all writing abilities. Coaching sessions are available in person and through distance technologies (e.g., email plus Skype or phone). For further information or to book an appointment, visit the Centre's website: www.yukoncollege.yk.ca/student_info/pages/writing_centre.

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

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

Class # 7	<p>Nutrition Through Different Life Stages</p> <ul style="list-style-type: none"> • Using nutritional guidelines to plan snacks/meals for children • Special nutritional challenges and concerns of young children
Class # 8	<p>Menu Planning and Food Safety</p> <ul style="list-style-type: none"> • Reducing the risk of choking • Food safety practices and food-borne illness • Steps in menu planning • Considerations in Menu Planning
Class # 9	<p>Safe Environments-Safe Children</p> <ul style="list-style-type: none"> • Understanding nature of childhood injuries • How to create safe environments • Role of the caregiver and community resources • Injuries - prevention and management
Class # 10	<p>Promoting Safety</p> <ul style="list-style-type: none"> • Healthy active living • Safety Outdoors • Food Safe • Providing children with personal safety skills
Class #11	<p>Supporting Childhood Development</p> <ul style="list-style-type: none"> • Stress • Sexuality • Preventing and reporting child maltreatment
Class #12	<ul style="list-style-type: none"> • Rationale for health, safety & nutrition education in the early years • Planning developmentally appropriate health safety & nutrition experiences for young children
Class #13	<ul style="list-style-type: none"> • Assignment #4 - Health/ Safety/Nutrition Assignment Discussions
Class #14	<ul style="list-style-type: none"> • Final Class Wrap Up