



CAMOSUN COLLEGE
School
Department

ELC 150
Health, Safety and Nutrition
Fall 2015

COURSE OUTLINE

This course examines the health, safety and nutritional needs of children. Emphasis is placed on the role and responsibilities of the educator in establishing and maintaining safe, nurturing environments for children in cooperation with families. Students learn how to develop health, safety and nutrition curriculum.

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Toni Hoyland		
(b) Office hours	Wed., 10:30 – 1:30 or by appointment		
(c) Location	Wilna Thomas 220		
(d) Phone	250-370-3237	Alternative:	Provided as necessary
(e) E-mail	hoylandt@camosun.bc.ca		
(f) Website	http://camosun.ca/learn/programs/early-learning-and-care/		
(g) Class	Thursdays from 2:30-5:20 in Paul 111		

2. Intended Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Explain diverse attitudes, knowledge and cultural variations related to health, safety and nutrition
 - Explore personal attitudes, knowledge and cultural variations in regards to regulated standards.
2. Identify the role of the practitioner in maintaining healthy and safe environments
 - Provide examples of communicating health, safety and nutritional information with respect to the primary role of the family.
3. Apply principles of health and wellness promotion to personal and professional practice, through policies, procedures and curriculum

3. Required Materials

- (a) Healthy Foundation in Early Childhood Settings, 5th Edition. Barbara Pimento and Deborah Kernersted, 2015, Nelson.
 - ELC 150 Course Pack, 2015.

(b) Links, video clips and on-line articles may be listed on D2L as augmented resources for this course.

4. Course Content:

Learning experiences and resources:

- Lectures and classroom discussions
- Small group activities and presentations
- Workshops and speakers
- Readings
- Videos

SCHEDULE OF TOPICS AND CLASS PREPARATION

This schedule is subject to change depending upon availability of resources and class needs.

Date	Topic	Preparation
Sept. 10	Intro to course, key themes/concepts <ul style="list-style-type: none"> ○ Holistic Nature of Health ○ Determinants of Health 	Read: Pimento, Unit 1 – pp. 4 -40 C.P. Determinants of Health
Sept. 17	Caregiver health and safety <ul style="list-style-type: none"> ○ Dimensions of personal wellness ○ Occupational health concerns 	Read: Pimento, Unit 2 – pp. 64-100 C.P. Healthy Lifestyle Bingo and Wellness Circle Pimento: Appendix 2.1 – p. 120 Evaluating health information on the internet and Appendix 2.3 – p. 123 Health Practices, you and your employer
Sept. 24	Developing a personal Wellness Plan: <ul style="list-style-type: none"> ○ Goals and strategies ○ Assignment overview Policies and procedures	Read Pimento, Unit 2 – pp. 101-119; Unit 1, pp. 41-45 C.P. Personal health habit inventory; Personal Plan Worksheet; Keeping current through lifelong learning; checklist for evaluating policies and procedures <ul style="list-style-type: none"> ○ Begin to develop Personal Health Plan – Part 1
Oct. 1	Communicable Illnesses <ul style="list-style-type: none"> ○ Chain of Transition ○ Hand-washing ○ Cleaning and Sanitizing ○ Immunization 	Read Pimento, Unit 3 - pp. 130-169 C.P. What are communicable illnesses? How to wash your hands? Hand-washing poems and songs; Bleach Solution <ul style="list-style-type: none"> ○ Hand washing demos ○ Personal Health Plan part A due
Oct. 8	Common contagious diseases: <ul style="list-style-type: none"> ○ Daily health check ○ Managing illnesses ○ Reasons for exclusion ○ Medication 	Read Pimento, Unit 4 – pp. 174-204 C.P.: Checklist for assessing illness; Daily Health Check; Communicable disease in children; Handling an outbreak; Universal precautions; HIV Aids and Childcare; Preventing Communicable Diseases
Oct. 15	Quiz #1 Intro Health Curriculum Assignment	Quiz #1 Read Pimento, Unit 9-pp. 575-613 C.P. Teaching children to prevent the spread of germs; Teaching healthy habits to young children (p.71-83)
Oct. 22	Policies and Procedures: <ul style="list-style-type: none"> ○ Identifying critical policies – rationale ○ Medication and exclusion policies ○ Issues ○ Beliefs on health and 	Pimento, Unit 1 pp. 41-45, Unit 4, pp. 200-213 C.P. Cultural responsiveness and routines; Ear infections, hearing loss and children; Detection of hearing problems; Including children with health conditions Begin to work on Policy Assignment

	illness	
Oct. 29	Allergies, Anaphylaxis and Asthma <ul style="list-style-type: none"> o Causes o Definitions o Common allergies and reactions o Prevention o Treatment 	Read Pimento, Unit 4, pp. 205-216
Nov. 5	Nutrition <ul style="list-style-type: none"> o Young Children's developmental characteristics/eating patterns o Divided Responsibility o Canada's Food Guide 	Read: Pimento, Unit 5, pp. 238-265; pp. 274-302 C.P. Connecting with your community health partners; Feeding Omar; Controlling food safety issues in childcare settings <ul style="list-style-type: none"> o Personal Wellness Plan Report, Part B due
Nov. 9	<ul style="list-style-type: none"> o Last day to withdraw without academic penalty 	
Nov. 12	<ul style="list-style-type: none"> o Safe Food Handling o Nutrition curriculum o Attitudes and beliefs o Active living Policies and procedures	Read: Pimento, Unit 5, pp. 277-316; pp. 330-385 C.P. Choking caution; Safe foods for field trips; Food Marketing for children;
Nov. 19	Injury prevention <ul style="list-style-type: none"> o Acceptable risk o Responsibilities of ECEs o Child Care regulations o 5 W's of Safety o Supervision o Safety rules 	Read Pimento, - Unit 7, pp. 399-436 C.P. Accident Pyramid; Toxic plant list; What's the risk of no risk? Policy assignment due
Nov. 26	Safety Promotion <ul style="list-style-type: none"> o Children's awareness and understanding o Environmental considerations o Pick-ups and field trips Emergency preparedness	Read Pimento – Unit 7, pp. 441-481 C.P. Maintenance for your centre; Maintenance of equipment; Emergency responses section to p.61
Dec. 3	Wellness for children <ul style="list-style-type: none"> o Children and stress o Spiritual life of children o Radiant yoga for children 	Read Pimento – Unit 9, pp. 552-575 C.P. The spiritual life of children; Stress in children; Radiant yoga for children Children's Health Curriculum due
Dec. 10	Quiz #2 Course Review <ul style="list-style-type: none"> o Return to the Determinants of Health 	Quiz # 2 Completion of course evaluation

5. Basis of Student Assessment (Weighting)

(a) Assignments	
o Personal wellness plan and report	25%
o Children's health curriculum	20%
o Policies and procedures	20%
(b) Quizzes	
o Quiz #1	10%
o Quiz #2	10%
(c) Participation	<u>15%</u>
Total	100%

A detailed explanation of assignments, due dates and percentage value of your final grade will be handed out and discussed in class.

Note: All assignments are due at the beginning of the class on the dates specified **unless arrangements are made with the instructor at least 24 hours in advance**. Late assignments will result in a loss of marks – 3% per day.

Students who are absent for a class quiz must make arrangements with the instructor for a make-up quiz within 1 week of missing the test. Failure to make up the missed quiz or assignment results in a '0' mark.

Note: Students must complete all assignments to be eligible for a grade. Students who withdraw by the posted withdrawal date will not be penalized.

Withdrawal or incompleteness of work after the posted withdrawal date will result in an 'F' grade being assigned.

Attendance

Due to the short and intense nature of the ELC program, classes are planned as a continuum for building the skill and knowledge required. Classroom experiences and participation are a major part of that competency development; therefore, consistent attendance is expected. Students are required to contact the instructor in advance if they are unable to attend class. Students who miss class are responsible for the material and assignments covered in class. Repeated absence from class can affect a final grade.

More than 3 missed classes could result in an 'F' grade. Students who miss three classes will be required to meet with the classroom instructor.

6. Grading System

The following two grading systems are used at Camosun College:

- ☒ Standard Grading System (GPA)
- ☐ Competency Based Grading System

A. GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at <http://www.camosun.bc.ca>

STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.
<http://www.camosun.bc.ca/policies/policies.html>