



## COURSE OUTLINE

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

**3 CREDITS**

PREPARED BY: Marisa Whyte, Instructor

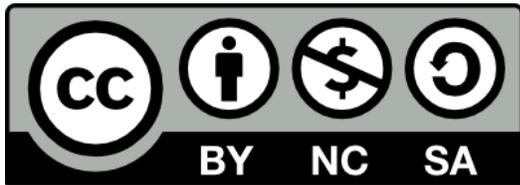
DATE: May 16, 2015

APPROVED BY: Dr. Andrew Richardson, Dean Applied Arts

DATE:

APPROVED BY SENATE: May 25, 2015

RENEWED BY SENATE:



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## **HEALTH, SAFETY AND NUTRITION**

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<b>INSTRUCTOR:</b> Marisa Whyte	<b>OFFICE HOURS:</b> By appointment
<b>OFFICE LOCATION:</b> N/A	<b>CLASSROOM:</b> Online via Zoom
<b>E-MAIL:</b> mwhyte@yukonu.ca	<b>TIME:</b> 6:30 pm- 9:25 pm
<b>TELEPHONE:</b> HEHS office 867.668.8845	<b>DATES:</b> Mon. Sept. 14 <sup>th</sup> - Dec. 14 <sup>th</sup> , 2020

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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.

### **RELATED COURSE REQUIREMENTS**

It is highly recommended that all students have access to a computer or other device and Internet to do their studies. The minimum specifications for a student device are as follows:

<b>Requirement</b>	<b>Windows-based PC</b>	<b>Apple Mac/macOS-based PC</b>
Operating System	Windows 10	macOS X
Web Browser	Firefox, Edge or Google Chrome	Firefox, Edge or Google Chrome
RAM/Memory	4 GB	4 GB
Storage	5 GB of available space	5 GB of available space

This course will include a total of 45 hours activity. A combination of synchronous (virtual real-time class meetings through Zoom) and asynchronous (web-based via Moodle)

learning activities are provided. Learning activities may include but are not limited to facilitator-led learning, projects, in-class and on-line exercises.

### **EQUIVALENCY OR TRANSFERABILITY**

Please check the following link <https://www.yukonu.ca/programs/early-learning-and-child-care> 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 online 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.yukonu.ca/student-life/technical-resources>

## **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.

## **EVALUATION:**

Assignment #1 Common Illnesses in Childhood	20%
Assignment #2 Menu Planning	20%
Health Promotion Action Plan	20%
Chapter Tests 8 chapter tests X 5%	40%
Total	100%

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 MATERIAL**

Pimento, B., & Kernsted, 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](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=2Oq24hITFTY>

## **ACADEMIC AND STUDENT CONDUCT**

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

## **PLAGIARISM**

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work 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 University.

## **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon University 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 University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukonu.ca/yfnccr](http://www.yukonu.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 University Academic Regulations (available on the Yukon University 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): [lac@yukonu.ca](mailto:lac@yukonu.ca).