



**EFFECTIVE: JANUARY 2003**  
**CURRICULUM GUIDELINES**

A. Division: **Instruction** Effective Date: **1 January 2003**

B. Department / Program Area: **Faculty of Child, Family and Community Studies/ Early Childhood Education** Revision  New Course

If Revision, Section(s) Revised:  
Date of Previous Revision:  
Date of Current Revision:

C: **ECED 122** D: **Health, Safety and Nutrition in ECE Settings** E: **1.5**

| Subject & Course No.   | Descriptive Title   | Semester Credits |
|--|---|------------------|
| <b>F:</b> Calendar Description: <b>In this course students will examine the overall health, safety and nutritional needs of children and apply that information to the role of the Early Childhood Educator in childcare settings. Emphasis will be placed on creating policies and practices to promote the health and well being of children, while helping them establish positive habits and attitudes toward health, safety and nutrition.</b>  |   |                  |
| <b>G:</b> Allocation of Contact Hours to Type of Instruction / Learning Settings<br><br>Primary Methods of Instructional Delivery and/or Learning Settings:<br><b>Lecture/Discussion</b><br><br>Number of Contact Hours: (per week / semester for each descriptor)<br><b>30 hours per semester</b><br><br>Number of Weeks per Semester:<br><br><b>Flexible delivery ranging over 1 to 15 weeks</b><br><b>2 hours x 15 weeks</b>  | <b>H:</b> Course Prerequisites:<br><b>None</b><br><br><b>I:</b> Course Corequisites: <b>None</b><br><br><b>J:</b> Course for which this Course is a Prerequisite<br><b>None</b><br><br><b>K:</b> Maximum Class Size:<br><b>30</b> |                  |
| <b>L:</b> PLEASE INDICATE: <b>Part of Block Transfer to Schools of Child and Youth Care at UVIC, UCFV, Malaspina University College; Bachelor of Professional Arts in Human Services degree program at Athabasca University; and Bachelor of Community Rehabilitation degree program at the University of Calgary.</b><br><input type="checkbox"/> Non-Credit<br><input type="checkbox"/> College Credit Non-Transfer<br><input checked="" type="checkbox"/> College Credit Transfer:<br><br>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> ) |   |                  |

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| <b>M:</b> | <p>Course Objectives / Learning Outcomes</p> <p>Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. <b>Implement effective health practices based on centre policies and procedures and government regulations:</b> <ul style="list-style-type: none"> <li>• Explain how germs are spread</li> <li>• Describe areas where policies and procedures are needed in child care centres to address health issues</li> <li>• Explain the goal of universal precautions and how to put them into practice</li> <li>• List and describe common childhood infections and strategies for their control in child care centres</li> <li>• Explain the principle of exclusion of sick children from the child care centre and identify the related issues</li> <li>• Describe the safe administration of medication to children</li> <li>• Describe chronic health issues affecting young children (i.e., allergies and asthma) and effective caregiver strategies for helping children deal with them in child care settings.</li> </ul> </li> <li>2. <b>Implement safety measures based centre policies and procedures and government regulations:</b> <ul style="list-style-type: none"> <li>• Describe common types of childhood injuries</li> <li>• List and describe areas where policies and procedures are needed to address safety issues in child care settings</li> <li>• Explain the relationship between caregiver training (including emergency training) and the promotion of safety</li> <li>• Identify strategies for evaluating the safety of indoor and outdoor child care environments</li> <li>• Explain the elements of effective supervision of young children</li> <li>• Describe effective safety rules for children</li> <li>• List the signs of child abuse and neglect, and caregiver strategies for dealing with suspected abuse (including reporting procedures)</li> <li>• Identify the procedures for emergency situations (i.e., fire, earthquakes and serious injuries)</li> </ul> </li> <li>3. <b>Implement a nutrition program based on centre policies and procedures and government regulations:</b> <ul style="list-style-type: none"> <li>• State the practices that create a positive eating environment and encourage children to try new foods</li> <li>• Identify policies for fostering healthy nutrition in child care settings</li> <li>• Identify developmental issues for infants, toddlers, preschoolers and school-age children that affect their eating behaviour</li> <li>• Identify ways in which a variety of nutritious foods can be provided in the centre</li> <li>• Describe food safety practices (i.e., reducing choking, preventing food-borne illnesses, etc.).</li> </ul> </li> </ol> |
| <b>N:</b> | <p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> <li>1. <b>Caregivers promote healthy practices in the centre by developing and following health, safety and nutrition policies and procedures, modeling healthy habits, communicating with families and developing a network of community resources.</b></li> <li>2. <b>Prevention and management of illness includes the implementation of effective health and hygienic practices to discourage the spread of disease, the maintenance of children's health records and the implementation of effective health policies.</b></li> <li>3. <b>Caregivers provide a balance between safe and challenging environments for children by paying close attention to the four components of safety promotion – staff training, physical environment, supervision of children and safety rules.</b></li> <li>4. <b>Healthy nutritional practices ensure a balance between the child's right to have control over what and how much food s/he consumes and the adult's responsibility to provide enough food, a variety of wholesome foods and an environment that promotes healthy eating.</b></li> <li>5. <b>Caregivers contribute to the prevention of child abuse, while recognizing and reporting suspected cases.</b></li> </ol>  |
| <b>O:</b> | <p>Methods of Instruction</p> <ul style="list-style-type: none"> <li>• <b>Lecture</b></li> <li>• <b>Class Discussion</b></li> <li>• <b>Audio-visual Aids</b></li> <li>• <b>In-class Exercises</b></li> </ul>   |

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| <b>P:</b> Textbooks and Materials to be Purchased by Students<br><b>T.B.A.</b>   |
| <b>Q:</b> Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. <ul style="list-style-type: none"><li>• <b>Test(s)</b></li><li>• <b>Project(s)</b></li><li>• <b>Research Paper/Presentation</b></li></ul> |
| <b>R:</b> Prior Learning Assessment and Recognition.<br><b>This course is available for PLAR.</b>  |

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Course Designer(s) **Pat Brown**

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Education Council / Curriculum Committee Representative

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Dean: **Jan Lindsay**

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Registrar