HUMBEHV 3Q03
Health, Safety and Nutrition
Online Delivery
Winter 2020

Professor: Karen Davis
Email: karen.davis@mohawkcollege.ca
Office Hours: By appointment
Lecture: Online

Note: In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Course Description:
Apply the basic principles of health, safety & nutrition in young children. Transfer the principles of health policies and practices to situations in child care settings.

Course Learning Outcomes/Elements of Performance: When you have earned credit for this course, you will have demonstrated the ability to:

1.) Examine the impact of personal health habits and occupational safety strategies on the Early Childhood Educator.
   1.1.) Identify components of occupational health.
   1.2.) Describe indicators of well-being, including physical, emotional, and social health.
   1.3.) Identify strategies to maintain personal and occupational health.

2.) Examine characteristics of children’s health and well-being in early learning and care settings.
   2.1.) Explain how infections are spread.
   2.2.) Identify the signs and symptoms of allergies and illness.
   2.3.) Explain the role that policies and procedures play in infection prevention and control, including health check procedures, exclusion policies, and the administration of medication.
   2.4.) Identify the components of a health promotion action plan.

3.) Differentiate principles and practices that affect nutrition and eating habits of infant, toddler, preschool, and school-age children.
   3.1.) Discuss factors that shape eating habits in young children.
   3.2.) Describe the practices that create a healthy and positive eating environment.
   3.3.) Identify the types of information found on food labels and describe how this information helps consumers evaluate its nutritive value.

4.) Summarize safety components of a healthy environment for children.
   4.1.) Describe appropriate sanitary practices for early childhood environments.
   4.2.) Identify indoor environment, outdoor playground, and field trip practices to promote children's safety.
   4.3.) Assess the safety of indoor and outdoor environments in early learning and care settings.
   4.4.) Recognize the possible indicators of suspected abuse.
   4.5.) Identify the legal and professional responsibilities of the Registered Early Childhood Educator in reporting suspected child abuse.
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**Relationship to Vocational Learning Outcomes:** This course contributes to your program by helping you achieve the following Vocational Learning Outcomes:

<table>
<thead>
<tr>
<th>Early Childhood Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>VLO 1 Design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children's holistic development and are responsive to individual children's and groups of children's observed abilities, interests and ideas. (T,A)</td>
</tr>
<tr>
<td>VLO 5 Assess, develop and maintain safe, healthy and quality early learning environments which meet the requirements of current legislation, agency policies and evidence-based practices in early learning. (T,A)</td>
</tr>
<tr>
<td>VLO 7 Identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on a variety of early learning environment. (T,A)</td>
</tr>
</tbody>
</table>

**Required Texts:** Available at the university bookstore.

**Required Resources:** These are available on-line.


Program Recommended Resources:

Course Evaluation:

**Test(s) 50%**
- Jan 27, 2020  Midterm online (25%)
- Mar 30, 2020  Child Abuse Case Studies (25%)

**Assignment(s) 50%**
- Jan. 20, 2020  Create a Weekly Meal Plan (10%)
- Feb. 10, 2020  Health Scenario (10%)
- Feb 24, 2020  Outdoor checklist (10%)
- March 9, 2020  Four Websites Analysis (20%)

Assignment 1: Create a Weekly Meal Plan- 10%
Students will choose an age group and create a weekly meal plan using the template provided. Special attention paid to the Early Years Act and Canada’s food guide will be included.

Assignment 2: Health Scenarios-10%
Students will respond to provided scenarios by developing Health Promotion Action Plans to support the health and wellbeing of young children and staff in early learning and care environments. Action plans should include discussion of the transmission cycle, infection control strategies, and classroom practices.

Assignment 3: Outdoor Checklist-10%
Using the Outdoor Checklist provided students will assess a children’s playground of their choice. Questions regarding outdoor safety will also be answered.

Assignment 4: Four websites - 20%
Students will select and research 4 different websites related to topics in the Health, Safety and Nutrition course that are of particular interest to you, including:
- 1 Health Website
- 1 Safety Website
- 1 Nutrition Website
- 1 other website of your choice related to course topics.

***Submit a written report for each website including the following for each of 4 chosen websites:
1. How does the website relate to the Health, Safety and Nutrition course?
2. How did the website support an area of interest for you?
3. Provide a brief summary of your new learning.
4. Would you share it with parents as a resource? Why or why not?
The report Must be completed in a question and answer style format. Website sources must be sited or it will not be accepted.

Final Assessment: Child Abuse Case Studies- 25%
Students will examine a selection of child abuse case studies. Using class content and additional resources, questions will be answered related to Duty to Report and the Child Abuse Handbook. Additionally, the role of the Early Childhood Educator will be examined as well as the professional standards set out by the College of ECES.

**Written Work and Late Submissions:**
All written work will be marked on grammar, clarity of writing, and organization, as well as content and analysis. More details about the marking scheme are posted on the course website. All assignments must be properly referenced, using APA style for referencing; examples can be found at McMaster University Library-Guides. Students are encouraged to visit the Centre for Student Development to improve their essay skills. For information about the Writing Clinic and the Centre’s other services, visit the Centre’s website: [http://csd.mcmaster.ca](http://csd.mcmaster.ca)

All written work must be submitted on the due date in the method indicated above. Do not submit assignments by email. Late assignments will be penalized 5% a day (weekends will count as one day). Late penalties will not be waived unless your Faculty/Program Office advises the instructor that you have submitted to that office the appropriate documentation to support your inability to submit the work by the due date.

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity)

**Grading Policy:**
The instructors reserve the right to adjust final marks up or down, on an individual basis, in the light of special circumstances and/or the individual’s total performance in the course. Students will be assigned a grade from the McMaster University Grading Scale between 0 and 12 based on an overall assessment by the professor on the work submitted. It is expected that to pass the course, the student will achieve a passing grade on both the Final Exam and the Term Project. All written work will be evaluated on grammar/spelling, clarity of writing, presentation, and organization.

**Academic Integrity:**
Attention is drawn to [Statement on Academic Ethics and the Senate Resolutions on Academic Dishonesty](http://www.mcmaster.ca/academicintegrity) as found in the Senate Policy Statements distributed at registration and available in the Senate Office. Any student who infringes one of these resolutions will be treated according to the published policy. Any instance of Plagiarism will be dealt with in the most severe terms allowable by the Senate Policy on such matters. For example, there may be some of you that choose accidently, or on purpose, to do very similar topics (e.g., visual contributions to speech, haptic influences on flavour, olfactory effects on mate selection). I will be reading every written presentation and any indication that identical work (images, words, figures, etc.) has been submitted by more than one student will be investigated. It is required that you reference all primary sources using APA format. It is also acceptable to acknowledge contributions from other class members in terms of feedback provided, ideas discussed, or even for moral support. You can do this through an acknowledgments section in your article, or through the reference section using the (personal communication) citation. It is perfectly acceptable and encouraged to discuss your project with other students, just be sure that what you are submitting is your own work.
You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at: www.mcmaster.ca/academicintegrity

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

MCMASTER UNIVERSITY GRADING SCALE

<table>
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<tr>
<th>Grade</th>
<th>Points</th>
<th>Equivalent Percentages</th>
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<tbody>
<tr>
<td>A+</td>
<td>12</td>
<td>90 – 100</td>
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<tr>
<td>A</td>
<td>11</td>
<td>85 – 89</td>
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<tr>
<td>A-</td>
<td>10</td>
<td>80 – 84</td>
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<tr>
<td>B+</td>
<td>9</td>
<td>77 – 79</td>
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<td>B</td>
<td>8</td>
<td>73 – 76</td>
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<td>B-</td>
<td>7</td>
<td>70 – 72</td>
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<tr>
<td>C+</td>
<td>6</td>
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<td>C</td>
<td>5</td>
<td>63 – 66</td>
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<tr>
<td>C-</td>
<td>4</td>
<td>60 – 62</td>
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<tr>
<td>D+</td>
<td>3</td>
<td>57 – 59</td>
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<td>D</td>
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<td>53 – 56</td>
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<tr>
<td>D-</td>
<td>1</td>
<td>50 – 52</td>
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<td>F</td>
<td>0</td>
<td>0-49</td>
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Academic Accommodation of Students with Disabilities:
Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University’s Policy for Academic Accommodation of Students with Disabilities.
<table>
<thead>
<tr>
<th>Wk or Mod</th>
<th>Date / week of</th>
<th>Activity Type</th>
<th>Activity Details- each class will be lecture based with some group work as well.</th>
<th>Resource Bank</th>
<th>Associated Learning Outcomes</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 6</td>
<td>Health Safety and Nutrition</td>
<td>Course and assignment overview</td>
<td>Text: Healthy Foundations in</td>
<td>L001, L002, L003, L004</td>
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<tr>
<td>4</td>
<td>Jan 20</td>
<td>Nutrition</td>
<td>Positive eating environments for children Introducing new foods Challenging mealtime behaviour Picky eaters What shapes our eating Choking</td>
<td>Chapter 5 AL notes</td>
<td>LO03</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment/Activity</td>
<td>Additional Notes</td>
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<tr>
<td>5 Jan 27</td>
<td>MIDTERM TEST</td>
<td>Assignment #1 10% - create a weekly meal plan</td>
<td>L001 L002 L003</td>
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<td>6 Feb 3</td>
<td>Health</td>
<td>Health checks and daily observation, Exclusion Policies/process, Childhood Illnesses</td>
<td>AL Chapter 3 and 4</td>
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<td>7 Feb 10</td>
<td>Safety</td>
<td>Playground checks, Playground safety, Child Care and Early Years Act requirements</td>
<td>AL notes Chapter 3 and 4</td>
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<td>8 Feb 17</td>
<td>Health and Safety</td>
<td>Social Determinants of Health</td>
<td>AL notes</td>
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McMaster University
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
<th>Notes/Assignments</th>
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| Feb 24| Health         | Transmission of illness -Chain of Infection
Breaking the chain- Cleaning and sanitizing
Hygiene Practices-Handwashing, diapering
Administering medication
Fever
Child Care and Early Years Act requirements | AL notes  
Chapter 3 and 4  
Outdoor checklists 10% |
Creating safe environments for children
Field trips
WHIMIS
Safe Toy selection | AL notes  
Chapter 7  
LO04 |
| Mar 9 | Safety         | Child Care and Early Years Act requirements
Food safety practices/additives
Food Bourne Illnesses
Label reading Activity | Chapter 5  
AL notes  
LO03  
LO04 |

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<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
<th>Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td>12</td>
<td>Mar 16</td>
<td>Safety</td>
<td>Allergies, Asthma, Anaphylactic Shock, Serious occurrences, Injury reports</td>
<td>AL notes Chapter 4</td>
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<tr>
<td>13</td>
<td>Mar 23</td>
<td>Safety</td>
<td>Child Abuse Review</td>
<td>AL notes</td>
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<tr>
<td>14</td>
<td>Mar 30</td>
<td>Health Safety and Nutrition</td>
<td>Child Abuse Case Studies 25%</td>
<td>AL notes Textbook readings</td>
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