



Experiential Learning Portfolio for 10307167 ECE: Health, Safety, and Nutrition

Student Contact Information:

Name: _____ Student ID#: _____

Email: _____ Phone: _____

Directions

Consider your prior work, military, volunteer, education, training and/or other life experiences as they relate to each competency and its learning objectives. Courses with competencies that include speeches, oral presentations, or skill demonstrations may require scheduling face-to-face sessions. You can complete all of your work within this document using the same font, following the template format.

1. Complete the Student Contact Information at the top of this page.
2. Write an Introduction to the portfolio. Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.
3. Complete each "Describe your learning and experience with this competency" section in the space below each competency and its criteria and learning objectives. Focus on the following:
 - What did you learn?
 - How did you learn through your experience?
 - How has that learning impacted your work and/or life?
4. Compile all required and any suggested artifacts (documents and other products that demonstrate learning).
 - Label artifacts as noted in the competency
 - Scan paper artifacts
 - Provide links to video artifacts
 - Attach all artifacts to the end of the portfolio
5. Write a conclusion for your portfolio. Briefly summarize how you have met the competencies.
6. Proofread. Overall appearance, organization, spelling, and grammar will be considered in the review of the portfolio.
7. Complete the Learning Source Table. Provide additional information on the business and industry, military, and/or volunteer experiences, training, and/or education or other prior learning you mentioned in your narrative for each competency on the Learning Source Table at the end of the portfolio. Complete this table as completely and accurately as possible.

The portfolio review process will begin when your completed portfolio and Credit for Prior Learning Form are submitted and nonrefundable processing fees are paid to your local Credit for Prior Learning contact. Contact Student Services for additional information.

Your portfolio will usually be evaluated within two weeks during the academic year; summer months may be an exception. You will receive an e-mail notification regarding the outcome of the portfolio review from the Credit for Prior Learning contact. NOTE: Submission of a portfolio does not guarantee that credit will be awarded.

You have 6 weeks to appeal any academic decision. See your student handbook for the complete process to appeal.

Hours Requirements:

You must provide documentation of at least 1000 hours in any combination of the following roles within the last five years:

- Assistant Child Care Teacher
- Licensed/Certified Family Child Care Provider
- Assistant Teacher/Early Childhood program
- Assistant Teacher/Head Start
- Teacher/Early Childhood
- Other approved roles

Document Submission Requirements:

You must submit the following documents with your portfolio:

- The following certificates or a Registry Training Record that specifically lists each of the following trainings and training dates:
 - Abusive Head Trauma (AHT) or Shaken Baby Syndrome (SBS) Certificate
 - Sleep Baby Safe or Sudden Infant Death Syndrome (SIDS) Certificate
 - Child Abuse Prevention or Mandated Reporter Online Training Certificate earned within the last two years

Consent Form:

If your artifacts include photos of children, you must include appropriate consent forms or statement of permission. Contact the college for more information.

My work sample for (competency) is _____. It fits this competency because _____ (explain how and why this work sample fits the competency and how you will be able to use it in the future.) I chose it as the best example of my work because _____ (explain the impact this work sample had on you and/or your work environment.) I learned about _____ (write 4-5 sentences to describe what you learned about the competency, not the work sample, addressing the course competency and how you have applied the knowledge you have gained.) My work sample shows my knowledge and understanding of the role this competency plays in quality early childhood programming by _____.

To receive credit for this course, you must receive “Met” on 8 of the 8 competencies.

10307167 ECE: Health, Safety, and Nutrition, 3 Associate Degree Credits

Course Description: This 3-credit course examines the topics of health, safety, and nutrition within the context of the early childhood educational setting for children from birth through 8 years of age. This course includes training for Abusive Head Trauma, SIDS, and Mandated Reporter certifications.

Portfolio Requirements:

| | |
|--|-----------------------|
| Documentation of at least 1000 hours in any combination of the following roles within the last five years: <ul style="list-style-type: none">• Assistant Child Care Teacher• Licensed/Certified Family Child Care Provider• Assistant Teacher/Early Childhood program• Assistant Teacher/Head Start• Teacher/Early Childhood• Other approved roles Documentation could include: <ul style="list-style-type: none">• Signed letter from employer(s)• WI Registry certificate or learning record• Family child care provider license or certificate | Met or Not Met |
| The following certificates, or a Registry Training Record that specifically lists each of the following trainings and training dates: <ul style="list-style-type: none">• Abusive Head Trauma (AHT) or Shaken Baby Syndrome (SBS) Certificate• Sleep Baby Safe or Sudden Infant Death Syndrome (SIDS) Certificate• Child Abuse Prevention or Mandated Reporter Online Training Certificate earned within the last two years | Met or Not Met |

Introduction: Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.

Competency 1: Integrate strategies that support diversity, equity and inclusion in the early childhood setting

Criteria: Performance will be satisfactory when:

- follow the guidelines of "Anti-bias Education for Young Children and Ourselves" or a similar DEI (diversity, equity, inclusion) resource
- recognize that health, safety and nutrition practices are based in your own cultural traditions and values
- compare variations in health, safety and nutrition practices among different cultures

Learning Objectives:

- a. Define anti-bias terms
- b. Identify anti-bias language
- c. Identify personal culture
- d. Identify stereotypes
- e. Recognize personal biases and stereotypes
- f. Recognize an anti-bias approach to holidays
- g. Describe best practices in anti-bias curriculum

Required Artifacts: None

Suggested Artifacts:

- Nutrition learning experience plan with diverse foods or menu modification you have made for a child needing a cultural or religious menu adaptation
- Evidence which shows/describes ways you support and incorporate a variety of different cultural caregiving routines in your program – intake forms, caregiving sheets, menu plans, newsletters, etc.
- Anti-bias resource you have used in your practice related to health, safety, and nutrition
- Family meeting related to health, safety, and nutrition
- Classroom modifications you have made for child needing adaptations

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 2: Plan a safe early childhood environment according to regulatory requirements

Criteria: Performance will be satisfactory when:

- assess environments for safety standards
- demonstrate emergency procedures
- employ established sanitary procedures
- apply standard precautions for routine care activities

Learning Objectives:

- a. Describe regulations related to early childhood programs
- b. Identify licensing requirements for family and group settings
- c. Discuss the relationship among health, safety, and nutrition principles
- d. Describe steps in documentation and reporting

Required Artifacts: None

Suggested Artifacts:

- Self-demonstration video of you diapering a doll (cite the standard you are following: CDC, ITES, licensing, YoungStar, accreditation)
- Self-demonstration video of you handwashing (cite the standard you are following: CDC, environmental rating scales, licensing, YoungStar, accreditation)
- Description of how you use a safety checklist for your classroom
- Description of your emergency plan/how you evacuate children in the event of an emergency
- Description of how you use breast-feeding friendly guidelines in your center
- Self-demonstration video of you sanitizing tables for snack time
- CPR and First Aid card
- Licensing reports
- Photographs of your environment
- ITES or ECERS Summary
- Self-Assessment Health, Safety and Nutrition (WI Registry)

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 3: Plan a healthy early childhood environment according to regulatory requirements

Criteria: Performance will be satisfactory when:

- investigate physical and mental health issues affecting children and adults
- describe required sanitary procedures
- practice health assessments of children
- describe standard first aid procedures
- identify regulatory policies for sick or injured children and adults
- describe universal precaution procedures

Learning Objectives:

- a. Explore aspects mental health for children and adults
- b. Describe stress management techniques
- c. Identify specific care-giving behaviors promoting attachment
- d. Explore aspects of physical health for children and adults
- e. Summarize prevention strategies to minimize health risks of children
- f. Examine procedures related to communicable diseases

Required Artifacts: None

Suggested Artifacts:

- A summary of what you would do if a child were to become ill in your care
- Paper on some of the health issues affecting children who in are care
- Step by step outline of how you would care for a child who has received a minor injury
- Description of universal precautions you take in your classroom
- Description of how you conduct health assessments of children upon arrival
- Description of how you incorporate physical activity in your program
- Policies or parent communication detailing activities or processes that promote stress management, attachment, disease prevention
- Examples of activities or strategies you use to teach stress management skills and/or address mental health concerns
- Self-Assessment Health, Safety and Nutrition (WI Registry)

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 4: Plan nutritious menus according to regulatory requirements

Criteria: Performance will be satisfactory when:

- menu is based on CACFP guidelines and the nutritional needs of children
- menu includes the importance of the social, cultural, and emotional aspects of feeding and eating
- menu includes modifications for children with special dietary needs and restrictions
- menu includes safety modifications of food choices for children of different ages and abilities
- menu includes procedures for food safety, storage, preparation, and handling

Learning Objectives:

- a. Describe USDA and state guidelines related to nutrition
- b. Discuss budget concerns related to menu-planning
- c. Discuss the importance of color, texture, flavor, and form in menu planning
- d. Describe the nutritional needs of children
- e. Analyze your personal nutrition habits
- f. Summarize nutritional needs of children with special diets
- g. Describe the procedures for protecting the health of children when dietary restrictions are violated
- h. Discuss the importance of nutritional patterns related to the social, cultural, and emotional aspects of feeding and eating
- i. Describe the procedures related to food safety
- j. Describe a teacher's role in facilitating meals and snacks that provide for social and emotional development of children

Required Artifacts:

A nutritionally sound preschool menu.

- Menu meets licensing or USDA requirements for preschool age children
- Menu includes breakfast, lunch and a snack
- Menu references serving sizes
- Menu references specific food components (i.e. 100% whole grain, whole milk)
- Menu items that contain multiple foods (i.e. tacos) have each of the individual ingredients and amounts identified (i.e. lettuce, cheese, tomato)
- Menu incorporates diverse foods
- Menu include a summary of how you can make changes for a child who has special dietary needs

Suggested Artifacts: None

Competency 4: Plan nutritious menus according to regulatory requirements

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 5: Recognize child abuse and neglect issues and mandates

Criteria: Performance will be satisfactory when:

- articulate mandated reporter responsibilities for child abuse and neglect
- differentiate between the types and indicators of child abuse and neglect
- identify community resources for family intervention and support
- complete required training for child abuse and neglect

Learning Objectives:

- a. Describe the risks and symptoms of shaken baby syndrome
- b. Assess the dynamics of child abuse and neglect
- c. Describe indicators of physical, sexual, and emotional abuse and neglect
- d. Classify consequences of child abuse and neglect
- e. List steps to document child abuse
- f. Describe mandatory reporting requirements
- g. List community resources for family intervention and support

Required Artifacts:

- Certificate for Child Abuse and Neglect Training or Mandated Reporter Online Training earned within the last two years
- Rationale for the Competency: Reflection on your responsibility as a mandated reporter

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 6: Identify Sudden Infant Death Syndrome (SIDS) risk reduction strategies

Criteria: Performance will be satisfactory when:

- describe a safe sleep environment according to regulatory requirements
- identify SIDS risk factors and prevention strategies
- complete current required SIDS training

Learning Objectives:

- a. Discuss risk factors related to SIDS
- b. Describe methods to prevent SIDS
- c. Identify resources for parents related to SIDS reduction
- d. Describe family and cultural choices related to sleep positioning

Required Artifacts:

- SIDS Risk Reduction Training Certificate, Sleep Baby Safe, or WI Registry Training Record indicating SIDS Training completed
- Rationale for the Competency Artifact(s): Reflection on the safe sleep positioning and SIDS risk factors and prevention strategies

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 7: Identify strategies to prevent the occurrence of Abusive Head Trauma (AHT)

Criteria: Performance will be satisfactory when:

- describe the period of P.U.R.P.L.E crying
- identify strategies for soothing a baby
- list strategies for coping with frustration
- complete the current required AHT training

Learning Objectives:

- a. explore the components within the period of P.U.R.P.L.E crying (Peak of crying, Unexpected, Resists soothing, Pain-like face, Long-lasting, Evening)
- b. examine strategies for soothing a baby
- c. examine strategies for coping with caregiver frustration and stress
- d. complete the current required AHT training

Required Artifacts:

- WI Abusive Head Trauma (AHT), Shaken Baby Syndrome (SBS) Certificate, or WI Registry Training Record indicating Training completed
- Rationale for the Competency Artifact(s): Reflection on your responsibility as a caregiver

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 8: Incorporate health, safety, and nutrition concepts into the children's curriculum

Criteria: Performance will be satisfactory when:

- design a play-based experience that promotes health
- design a play-based experience that promotes safety
- design a play-based experience that promotes nutrition
- recognize how to use caregiving routines to reinforce health, safety, and nutrition concepts

Learning Objectives:

- a. Describe the importance of guiding children in developing concepts, skills, and attitudes related to health, safety, and nutrition
- b. Discuss the importance of planned curriculum related to health, safety, and nutrition
- c. Identify strategies to teach health, safety, and nutritional practices to children
- d. Identify resources for teaching health, safety, and nutrition to children
- e. List safety concerns related to food activities with children
- f. Differentiate between appropriate and inappropriate nutritional activities for children

Required Artifacts:

- Health learning activity appropriate for a preschool classroom
- Safety learning activity appropriate for a preschool classroom
- Nutrition learning activity appropriate for a preschool classroom
- Submit a separate rationale for each learning activity.

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Conclusion: Summarize how you have met the competencies of the course.

Learning Source Table

[illegible]