



WISCONSIN  
INDIANHEAD  
TECHNICAL  
COLLEGE

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

## Student Contact Information:

Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

*It is **required** that you speak with the Academic Dean, Program Director, or instructor who teaches this course prior to completing a portfolio.*

*Before attempting to complete this portfolio, the following requirements must be met:*

## Portfolio Requirements:

### Hours

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

### Documents

Submit the following documents with your portfolio.

1. 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

2. The completed Self-Assessment: Health, Safety, and Nutrition form from the Registry. A copy is included at the end of this document. Note that the entire Registry Preschool Credential Portfolio is not required for the PLA—only the Health Safety and Nutrition self-assessment component.

## 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.

**To receive credit for this course, you must receive “Met” on ALL competencies.**

### **10307167 ECE: Health, Safety, 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. Course competencies include: integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives; examine governmental regulations and professional standards as they apply to health, safety, and nutrition; plan a safe early childhood environment; plan a healthy early childhood environment; plan nutritionally sound menus; examine child abuse and neglect issues and mandates; describe Sudden Infant Death Syndrome (SIDS) risk reduction strategies; describe strategies to prevent the occurrence of Abusive Head Trauma (AHT) formerly known as Shaken Baby Syndrome (SBS); incorporate health, safety, and nutrition concepts into the children's curriculum.

If you receive credit for prior learning for this portfolio, you will also receive a “Met” score for the following Technical Skills Attainment Program Outcomes that are assessed in this specific course:

**Evaluator Rating Criteria for all competencies:**

- Sufficient artifacts are provided to show competency achievement
- Artifacts are relevant and appropriate for the competency
- Rationale provides valid connections between the artifacts and the competency
- Reflection includes how you have applied or would apply the competency in real world situations

**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, cultural responsiveness, and anti-bias perspectives**

Criteria: Performance will be satisfactory when you:

- follow the guidelines of "Anti-bias Education for Young Children and Ourselves" or a similar anti-bias resource
- recognize that health, safety and nutrition practices are based in your own cultural traditions and values
- compare and contrast 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

**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

**Number of Artifacts: 1**

**Rationale for the Competency Artifact(s):** Required

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 2: Examine governmental regulations and professional standards as they apply to health, safety, and nutrition**

Criteria: Performance will be satisfactory when you:

- summarize the interrelationships among health, safety, and nutrition
- explain documentation and reporting procedures for health, safety and nutrition issues
- articulate the rationale underlying government regulations and professional standards

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.

**Suggested Artifacts:**

- Description of how to complete a medical log and accident report entry including an example with actual children's names removed
- Summary of standards for diapering (cite the standard you are following: CDC, ITTERS, licensing, YoungStar, accreditation)
- Summary of standards for handwashing (cite the standard you are following: CDC, environmental rating scales, licensing, YoungStar, accreditation)
- Summary of the components of a nutritious meal
- Explanation of how you apply licensing standards for food handling, food allergies, and infant foods
- Licensing reports (such as compliance monitoring reports)
- Checklists to ensure licensing compliance
- Photographs of your environment showing how regulations are met
- Operational policies or procedures you have developed

**Number of Artifacts:** 3 (one artifact addressing each of the following: health, safety, nutrition)

**Rationale for the Competency Artifact(s):** Three required. Submit a separate rationale for each artifact.

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 3: Plan a safe early childhood environment**

Criteria: Performance will be satisfactory when you:

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

Learning Objectives:

- a. Analyze toys, furniture and equipment for potential hazards.
- b. Examine federal, state and local safety regulations.
- c. Summarize characteristics of safe indoor and outdoor environments.
- d. Identify professional resources to aide in providing a safe environment.
- e. Describe emergency procedures for: fire, natural disasters, violence, etc.
- f. Identify first aide procedures related to early childhood programs.
- g. Describe the use of various fire extinguishers.

**Suggested Artifacts:**

- Self-demonstration video of you diapering a doll (cite the standard you are following: CDC, ITERS, 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
- ITERS or ECERS Summary

**Number of Artifacts: 1**

**Rationale for the Competency Artifact(s): Required**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 4: Plan a healthy early childhood environment**

Criteria: Performance will be satisfactory when you:

- investigate health issues affecting children and adults
- investigate mental health issues affecting children and adults
- follow required sanitary procedures
- conduct health assessments of children following established guidelines
- follow standard first aid procedures
- adhere to state and facility policies for sick or injured children and adults
- follow 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.

**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

**Number of Artifacts: 1**

**Rationale for the Competency Artifact(s): Required**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 5: Plan nutritionally sound menus**

Criteria: Performance will be satisfactory when you:

- analyze a week-long menu based on the nutritional needs of children
- menu meets menu-planning guidelines
- plan includes the importance of the social, cultural and emotional aspects of feeding and eating
- plan includes modifications for children with special dietary needs and restrictions
- plan includes safety modifications of food choices for children of different ages and abilities
- plan 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 Artifact:**

- A weeklong, 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

**Number of Artifacts: 1**

**Rationale for the Competency Artifact(s): Required**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**



**Competency 6: Examine child abuse and neglect issues and mandates**

Criteria: Performance will be satisfactory when you:

- articulate mandated reporter regulations for child abuse and neglect
- document all data pertinent to reporting requirements
- assess the dynamics of child abuse and neglect.
- differentiate between the types and indicators of child abuse and neglect.
- identify community resources for family intervention and support
- complete current training for child abuse and neglect required by the state

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 Artifact:**

- Certificate for Child Abuse and Neglect Training earned within the last two years

**Number of Artifacts: 1**

**Rationale for the Competency Artifact(s):** pan (reflect on your responsibility as a mandated reporter)

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 7: Describe Sudden Infant Death Syndrome (SIDS) risk reduction strategies.**

Criteria: Performance will be satisfactory when you:

- describe safe sleep positioning
- identify SIDS risk factors and prevention strategies
- successfully complete 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 Registry Training Record indicating SIDS Training completed

**Number of Artifacts: 1**

**Rationale for the Competency Artifact(s): Required** (reflect on the safe sleep positioning and SIDS risk factors and prevention strategies)

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 8: Describe strategies to prevent the occurrence of Abusive Head Trauma (AHT) formerly known as Shaken Baby Syndrome (SBS).**

Criteria: Performance will be satisfactory when:

- by completing a class on AHT

Learning Objectives:

- a. successfully complete the WI state mandated AHT Training

**Required Artifacts:**

WI Abusive Head Trauma (AHT), Shaken Baby Syndrome (SBS) Certificate or Registry Training Record indicating Training completed

**Number of Artifacts: 1**

**Rationale for the Competency Artifact(s): Required** (reflect on your responsibility as a caregiver)

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 9: Incorporate health, safety, and nutrition concepts into the children's curriculum**

Criteria: Performance will be satisfactory when you:

- create learning experiences to guide children in developing concepts, skills, and attitudes related to health
- create learning experiences to guide children in developing concepts, skills, and attitudes related to safety
- create learning experiences to guide children in developing concepts, skills and attitudes related to daily physical activity (indoor and outdoor)
- create learning experiences to guide children in developing concepts, skills and attitudes related to healthy food habits

Learning Objectives:

- a. Describe the importance 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

**Number of Artifacts: 3**

**Rationale for the Competency Artifact(s): Required.** Submit a separate rationale for each learning activity.

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

