



WISCONSIN  
INDIANHEAD  
TECHNICAL  
COLLEGE

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

## Student Contact Information:

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

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

*It is highly recommended that you speak with the Academic Dean or instructor who teaches this course prior to completing a portfolio.*

## Directions

Consider your previous business and industry, military, and/or volunteer experiences, education, and training or other prior learning 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.

In the space below each competency and its criteria and learning objectives describe your related learning and experiences. Focus on the following:

- What did you learn?
- How did you learned through your experience?
- How has that learning impacted your work and/or life?

All required and any suggested artifacts (documents and other products that demonstrate learning) should be labeled as noted in the competency and attached at the end of the portfolio. These materials will be kept for our records, so please do not include anything you would like returned.

Overall appearance, organization, spelling, and grammar will be considered in the review of the portfolio.

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 7 of the 9 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 and anti-bias perspectives; follow 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 (CAN) issues and mandates; apply Sudden Infant Death Syndrome (SIDS) risk reduction strategies, apply strategies to prevent the occurrence of Shaken Baby Syndrome (SBS); incorporate health, safety, and nutrition concepts into the children's curriculum.

**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 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
- you recognize that health, safety, and nutrition practices are based in your own cultural traditions and values
- you 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

**Required Artifacts: None**

**Suggested Artifacts: None**

**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.**

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

**Met/ Not Met Evaluator Feedback:**

**Competency 2: Follow 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 issues
- you explain documentation and reporting procedures for health, safety, and nutrition issues
- you 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

**Required Artifacts: None**

**Suggested Artifacts: Licensing reports, photographs of your environment, policies or procedures, examples of resources or trainings**

**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
- you demonstrate emergency procedures
- you employ established sanitary procedures
- you 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

**Required Artifacts: None**

**Suggested Artifacts: Licensing reports, photographs of your environment, fire/tornado drill procedures, examples of resources or trainings**

**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
- you investigate mental health issues affecting children and adults
- you follow required sanitary procedures
- you conduct health assessments of children following established guidelines
- you follow standard first aid procedures
- you adhere to state and facility policies for sick or injured children and adults
- you utilize universal precaution procedures with 100% accuracy

Learning Objectives:

- a. Explore aspects of 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: Lesson plans, policies, or parent communication detailing activities or processes that promote stress management, attachment, disease prevention**

**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
- analysis includes the importance of social, cultural, and emotional aspects of feeding and eating
- analysis includes modifications for children with special dietary needs and restrictions
- analysis includes safety modifications for food choices for children of different ages and abilities
- analysis 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: None**

**Suggested Artifacts: 5-week rotating menu plan, relevant sections of staff/cook handbook, relevant sections of budget with budget narrative, photographs of cooking/eating environment, photographs of children cooking or eating**

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

**Met/ Not Met Evaluator Feedback:**

**Competency 6: Examine Child Abuse and Neglect (CAN) issues and mandates**

Criteria: Performance will be satisfactory when:

- you articulate mandated reporter regulations for child abuse and neglect
- you document all data pertinent to reporting requirements
- you assess the dynamics of child abuse and neglect
- you differentiate between the types and indicators of child abuse and neglect
- you identify community resources for family intervention and support

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: WI CAN training certificate**

**Suggested Artifacts: None**

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

**Met/ Not Met Evaluator Feedback:**



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

Criteria: Performance will be satisfactory when:

- you demonstrate safe sleep positioning
- you identify SIDS risk factors and prevention strategies

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 prevention training certificate**

**Suggested Artifacts: None**

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

**Met/ Not Met Evaluator Feedback:**

**Competency 8: Apply strategies to prevent the occurrence of Shaken Baby Syndrome (SBS)**

Criteria: Performance will be satisfactory when:

- you successfully complete the WI mandated SBS training

Learning Objectives:

- a. Discuss risk factors related to SBS
- b. Describe methods to prevent SBS
- c. Identify resources for parents related to SBS reduction

**Required Artifacts: WI SBS Completion Certificate**

**Suggested Artifacts: None**

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

**Met/ Not Met Evaluator Feedback:**

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

Criteria: Performance will be satisfactory when:

- plan includes concepts, skills, and attitudes related to health
- plan includes concepts, skills, and attitudes related to safety
- plan includes concepts, skills, and attitudes related to daily physical activity (indoor and outdoor)
- plan includes concepts, skills, and attitudes related to healthy food habits

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: None**

**Suggested Artifacts: lesson plans, photographs, children’s work samples**

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

**Met/ Not Met Evaluator Feedback:**

