Promoting the Health and Safety of Child Care Staff
Trainer’s Guide
Version 1
(Last updated 2/19/2013)

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Suggested Citation

The National Training Institute for Child Care Health Consultants.

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NOTE TO TRAINER

This Trainer’s Guide is part of a Toolkit intended to accompany the Promoting the Health and Safety of Child Care Staff Training Module. The Toolkit includes a Trainer’s Guide to leading training sessions, a Slide Presentation, and materials for participants’ packets.

For more information about using the NTI materials, please read “Guidelines for Using the NTI Curriculum Materials,” available in the “Curriculum” section of the NTI Resources Website (accessed by entering your NTI username and password at http://sakai.unc.edu).
Promoting the Health and Safety of Child Care Staff

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PREPARATION CHECKLIST

Curriculum Materials:
Download the following from the “Curriculum” section of the NTI Resources Website:
☐ Promoting the Health and Safety of Child Care Staff Training Module
☐ Promoting the Health and Safety of Child Care Staff Trainer’s Guide
☐ Promoting the Health and Safety of Child Care Staff Slide Presentation
☐ Training Checklists

Preparation:
☐ Read the Promoting the Health and Safety of Child Care Staff Training Module.
☐ Read the Promoting the Health and Safety of Child Care Staff Trainer’s Guide.
☐ Review the Promoting the Health and Safety of Child Care Staff Slide Presentation:
  ☐ Customize slide #2 to include your name, agency, and the date of your training.
  ☐ Print the slides as overheads or load the slide presentation onto your laptop, USB drive, or a CD. Save or print a back-up copy of the presentation as well.
☐ Create a participant’s packet (one per participant) per copyright guidelines:
  ☐ Copy activities, worksheets, and the evaluation form provided in this Trainer’s Guide under “Materials for Participant’s Packet”.
  ☐ Copy the Slide Presentation as a handout.
☐ On a flip chart sheet, write out the Overview of Training Session to display in the training room (you may prefer to leave off the estimated time and training technique).
☐ On a flip chart sheet, write out the Training Objectives to display in the training room.
☐ See “Training Implementation and Logistics Checklist” (located in the document titled Training Checklists) for set-up tasks to do the day of the training.
☐ Make enough “key concept” cards for each participant to have one for the opening activity. See Materials for Participant’s Packet section for samples.
☐ Other: ________________________________________________________________

Equipment and Supplies:
☐ See “Equipment and Supplies Checklist” (located in the document titled Training Checklists) for general supplies
☐ Laptop, slide presentation, and LCD projector or overhead projector
☐ Flip chart sheet for posting Overview of Training Session
☐ Flip chart sheet for posting the Training Objectives
☐ Other: ________________________________________________________________
OVERVIEW OF TRAINING SESSION

Below is an overview of the topics covered in this session.

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Topic</th>
<th>Training Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-15 minutes</td>
<td>Registration</td>
<td>-----</td>
</tr>
<tr>
<td>prior to session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optional‡</td>
<td>Introductions/Icebreaker</td>
<td>partner work, large group</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Overview of Training Session and Objectives</td>
<td>slides/overheads</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Opening: Why focus on staff health?</td>
<td>large group</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Presentation: Health and Safety Risks for Child Care Staff – Infectious Disease, Musculoskeletal Injuries, Falls, and Environmental Hazards</td>
<td>slides/overheads</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Activity: Risk Factors for Health and Safety Case Scenario</td>
<td>small group</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Presentation: Health and Safety Risks for Child Care Staff – Stress</td>
<td>slides/overheads</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Activity: Stress Management Assessment</td>
<td>individual</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Presentation: Promoting Health Through Nutrition and Physical Activity</td>
<td>slides/overheads</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Learning Assessment: “Action Plan”</td>
<td>individual, large group</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Closing</td>
<td>large group</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Evaluation of Trainer</td>
<td>individual</td>
</tr>
</tbody>
</table>

**Estimated Total Time:** Approx. 1 hour and 10 minutes³

---

¹ Not included in total time.
² Not included in total time. Develop activity based on participants’ training needs.
³ Add additional time if group guidelines and/or group facilitation methods need to be addressed at the beginning of the session, or if you decide to include any additional activities. For more information, see NTI’s *Building Curriculum Development and Training Skills* Training Module.
TRAINER’S OUTLINE

Introductions/Icebreaker

<table>
<thead>
<tr>
<th>Time</th>
<th>Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Technique</td>
<td>Partner work, large group</td>
</tr>
</tbody>
</table>

| Supplies | - One “key concept” card for each trainee (prepared prior to the training, see Training Checklist). On half of the cards, write a **key concept** to be covered under each Training Overview item. On the other half of the cards, write the corresponding definition or key fact.  
- Flip chart sheet with Overview of Training Session written on it |

| Instructions | - Show slide 3. (Slides 1-2, the title slide and customizable slide, are not printed below.)  
- Give every trainee a “key concept” card. Ask each trainee to move around the room to find the person whose card goes with theirs.  
- Trainers should find out their partner’s name and one interesting fact about them. Ask them to be prepared to share this information with the large group once they get back together.  
- Once everyone has paired off, bring everyone back together.  
- Refer to the agenda items on the Training Overview. Ask pairs to share in the order in which their “key concepts” fit into the Training Overview schedule.  
- Ask each person to introduce his/her partner, and ask each pair to share their key concept and definition.  
- Remind trainees to limit each introduction to one minute or less. |


<table>
<thead>
<tr>
<th>Talking Points</th>
<th>Introductions</th>
</tr>
</thead>
</table>
| - I’m going to hand out “key concept” cards. Each card has a word or phrase related to staff health. Once everyone has a card, I’d like you to move around the room to find the person whose card goes with yours. Once you find your partner, find out their name and one interesting fact about them. Be prepared to share this information with the large group once we come back together.  
- Let’s look at the Training Overview to see how the “key concepts” that you had will fit into our training today. When we get to your topic, I’d like you to introduce your partner and the “key concept” that you had. |
<table>
<thead>
<tr>
<th>For More Information</th>
<th>See NTI’s <em>Building Curriculum Development and Training Skills</em> Training Module for ideas about introductions and icebreaker activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes</td>
<td></td>
</tr>
</tbody>
</table>
### Overview of Training Session and Objectives

<table>
<thead>
<tr>
<th>Time</th>
<th>5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Training Technique</strong></td>
<td>Slides/overheads</td>
</tr>
<tr>
<td><strong>Supplies</strong></td>
<td></td>
</tr>
</tbody>
</table>
  - Flip chart sheet with Overview of Training Session written on it  
  - Flip chart sheet with Training Objectives written on it  |
| **Instructions** |  
  - Show slide 4.  
  - Briefly review the posted Overview of Training Session, as this was introduced during the introductions.  
  - Review the Training Objectives on slide 4.  |

#### Talking Points

**Training Objectives**

- Let’s look quickly at the Training Overview to see what we’ll be focusing on today.

- Let’s take a look at the Training Objectives for this session. These are things that I hope you will be able to do at the end of the training.

**For More Information**

See NTI’s *Building Curriculum Development and Training Skills* Training Module to learn more about training objectives.

**Notes**
Opening: Why Focus on Staff Health?

<table>
<thead>
<tr>
<th>Time</th>
<th>5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Technique</td>
<td>Large group</td>
</tr>
<tr>
<td>Instructions</td>
<td>• Show slide 5.</td>
</tr>
<tr>
<td></td>
<td>• Lead a brief discussion addressing the three questions on the slide. Try to get input from as many trainees as possible.</td>
</tr>
</tbody>
</table>

**Talking Points**

**Why Focus on Staff Health?**

- Why is the health of child care staff important?
- Why do you think the health and safety of child care staff do not receive more attention?
- Generally, what is the age and health status of child care staff in the US today?
- Approximately 1.4 million child care staff are paid to care for nearly 12 million children ages 0-5 each year (Bureau of Labor Statistics, 2008; NACCRRA, 2007). Ninety-seven percent of child care staff are women in their childbearing years (Burton et al, 2002). Generally, earnings for child care staff are very low. The median annual income for child care workers is $17,630, and benefits are generally minimal (Bureau of Labor Statistics, 2008). As an occupation, child care work is characterized by susceptibility to a number of health and safety risks including exposure to infectious diseases, injuries, exposure to environmental hazards, and job-related stress.

**For More Information**

See NTI’s *Promoting the Health and Safety of Child Care Staff* Training Module to learn more.

**Notes**
Presentation: Health and Safety Risks for Child Care Staff – Infectious Disease, Musculoskeletal Injuries, Falls, and Environmental Hazards

<table>
<thead>
<tr>
<th>Time</th>
<th>15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Technique</td>
<td>Slides/overheads</td>
</tr>
<tr>
<td>Instructions</td>
<td>Show slides 6 – 14</td>
</tr>
</tbody>
</table>

**Talking Points**

**Health and Safety Risks for Child Care Staff**

Compared to workers in other occupations, child care workers are more susceptible to health and safety risks such as:

- Exposure to infectious diseases
- Musculoskeletal injuries
- Falls
- Exposure to environmental hazards, and
- Stress.

**Infectious Disease**

- Research on the health effects of out-of-home care has produced evidence that children in out-of-home care have a higher incidence of common infectious diseases – and more severe diseases – than children cared for in their own homes. Child care staff also acquire infectious diseases at a higher rate than adults who do not work in child care facilities. The increased risk for child care staff is due to the higher incidence of disease in young children and to children’s greater propensity for transmitting diseases.

- It is especially important to be aware of the risk of infectious disease among health care providers because some diseases are more serious when acquired by adults and others have severe consequences for staff with compromised immune systems or who are pregnant.

**Sources of Risk**

**Child Factors** - Some of the factors that increase the risk of staff contracting infectious disease is simply due to the young age of the children in child care.

- Immature immune system – The immaturity of the immune systems of infants and very young children makes them vulnerable to infections that they then pass along to others.
- Physiological immaturity – Infants and young children require close, hands-
on care for activities such as feeding, diapering, and cuddling. This kind of care is essential, but does increase the risk of staff infection. The need for diapering and the drooling exhibited by young children also increase the risk for disease transmission.

- Developmentally appropriate behaviors – Young children explore objects orally as well as visually and manually. They are also unable to wipe their own noses or wash their hands. This increases the risk of respiratory secretions and fecal pathogens to staff.

**Sources of Risk**

**Group Care Factors** – Some characteristics of group care increase the risk of disease transmission to staff.

- Children in close contact – Children’s touching of each other and sharing personal belongings, toys, and classroom materials contribute to the spread of infection.
- Number of unrelated children in care – Each child contributes his or her own set of pathogens to the environment, so the larger the group the more infectious agents that will be introduced and shared.
- Age group mixing – Staff who care for infants and toddlers are at a greater risk of exposure to enteric agents from infants and respiratory tract agents from toddlers.
- Children and staff with mild illness – Children and staff who attend child care when they are mildly ill increase the risk of transmission to all who are present.

**Patterns of Disease Manifestation**

Child care staff should be aware that infectious diseases common in the child care setting have different patterns of manifestation.

- Sometimes the child has no symptoms, but an adult has a more severe response (For example, with *Hepatitis A*).
- Sometimes child care staff have no symptoms, but a child has a more severe response (example: *H. influenza type B*).
- Sometimes there will be a mild or asymptomatic response in both children and staff, but serious implications for fetal development in pregnant staff (example: cytomegalovirus or *CMV*).
Preventive Measures
Immunizations—All staff should have:

- Primary series for tetanus and diptheria, with boosters every 10 years
- Been immunized against measles, mumps, rubella, poliomyelitis, varicella-zoster (chickenpox), and Hepatitis B
- Influenza immunization (if over age 50) and pneumococcal polysaccharide vaccine (if over 65)
- Potential child care staff should receive tuberculosis screening prior to initial employment.

Preventive Measures
Disease Management Practices: There are steps child care staff can take to reduce the spread of illness.

- Implement hygienic procedures for handwashing, diapering, food preparation, and cleaning and sanitizing the environment and toys in the child care setting.
- Enforce exclusion criteria for ill staff and children to keep germs and illness out of the facility.
- Have a written exposure prevention plan to explain how to handle bloodborne pathogens in the facility.
- Have pregnant staff consult with their health care providers for advice about immunizations and other measures to promote a healthy pregnancy.

For More Information
Refer to NTI’s Infectious Disease in the Child Care Setting Module for information about the spread and prevention of infectious diseases in child care.

Notes

Instructions
Show slides 15 – 21.
Musculoskeletal Injuries
Ergonomic analyses of the child care workplace have identified several musculoskeletal risk factors in child care workers. They include:

- Frequent heavy lifting and carrying of children
- Sitting on the floor or in child-size chairs with insufficient or no back support
- Kneeling, squatting, and reaching to a variety of heights.

Preventive Measures
There are some things you can do to prevent musculoskeletal injuries:

- Educate child care staff about proper body mechanics.
- Educate child care staff about proper lifting and carrying.
- Provide furniture and fixtures at adult heights.
- Promote regular exercise to increase strength and flexibility.
- Encourage maintenance of proper body weight.
- Require use of proper footwear.

Maintaining Good Posture
It is important to maintain good posture at all times to protect the body and reduce the risk of injury. Child care staff should be encouraged to:

- Use adult-sized furniture when possible.
- Squat and lift with the legs to rise from child-sized chairs.
- When floor sitting is necessary, sit with back to a wall or other firm support.
- Avoid sitting or standing for long periods.
- Store items where they are accessible.
- To get down to child level, squat or kneel instead of bending forward and downward from the waist.
Proper Lifting Technique
- Move carefully around the room. Do not rush.
- Make sure there is enough room to lift safely.
- Give yourself a firm base of support, with feet shoulder width apart and one foot next to the child you are lifting and the other slightly back.
- Squat down by bending at the knees, not the waist. Engage your stomach muscles and keep your back as straight as possible.
- Have a comfortable hold on the child before you begin to lift.
- Use your legs to lift slowly and smoothly. Try not to twist.

Adult-Sized Furniture
- Child-sized furnishing and inadequate work surfaces can cause back injuries.
- Caring for Our Children (CFOC, 3rd edition, 2011) standards recommend: 5.3.1.7
  - Adult-height changing tables
  - Small, stable stepladders, stairs, or similar equipment to enable children to climb to the changing table
  - Adult furniture that eliminates awkward sitting and working positions

Wrap-Up on Musculoskeletal Injuries
- Regular exercise and stretching promote musculoskeletal health and prevents injury
- Maintenance of proper body weight promotes musculoskeletal health and prevents back strain
- Shoes with good shock absorption will help reduce injury
- Staff who are pregnant should take extra caution to prevent back problems, swollen feet, varicose veins, and fatigue.

Notes

Instructions
Show slides 22 – 25.
Points

<table>
<thead>
<tr>
<th>Falls</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Falls are the second most commonly reported injury for child care workers, accounting for 21% of all injuries.</td>
<td></td>
</tr>
<tr>
<td>• Falls are most often caused by work surface (including floor and stair) clutter, such as tripping on toys or equipment.</td>
<td></td>
</tr>
<tr>
<td>• The back is the body part most often injured, followed by joint injuries (wrist, elbow, shoulder, ankle, knee, and hip).</td>
<td></td>
</tr>
</tbody>
</table>

Exposure to Toxic Materials

- **Cleaning Products** – Child care staff are exposed to disinfectants and sanitizers throughout most of the day. The sanitation and disinfection solution should consist of chlorine bleach diluted with water (CFOC 3rd ed., 2011). Because bleach is a common household cleaner, staff may overlook its toxicity. In fact, chlorine bleach is irritating to the skin and can cause serious damage to the eyes. Other common cleaning products, such as furniture cleaners, floor cleaners, carpet shampoos, and disinfectants contain volatile organic compounds. When inhaled, these compounds can cause ear, nose, and throat irritation and/or headaches. With repeated exposure, loss of coordination, nausea, and damage to the liver, kidneys, and central nervous system can occur.

- Employers should provide staff with hazard information, including access to and review of the Material Safety Data Sheets (MSDS) as required by the Occupational Safety and Health Administration (OSHA), about the presence of toxic substances such as cleaning, sanitizing, and disinfecting supplies in use in the facility. \(3.3.0.1\) Child care staff must be trained on their handling, usage, storage, and transportation.

- All cleaning products should be used as recommended by the manufacturer and should be stored in the original labeled containers. \(5.2.5.1\)

- **Art Materials** - Toxic art materials commonly used by child care staff include rubber cement, spray-on enamels, and spray-fixatives. These contain organic solvents, which can cause dizziness and sleepiness in the short term and more serious health concerns with long-term exposure.

- Only art and craft materials that are approved by the Art and Creative Materials Institute (ACMI) should be used in the child care facility. Materials should be labeled in accordance with the chronic hazard labeling standard, ASTM D4236. \(5.2.9.7\) These labels provide information for safe use.
and certify that the materials can be used without risk of acute or chronic health hazards.

- Solvents such as turpentine or aerosol fixatives should only be used outside or with good ventilation.
- Staff should review the toxicity of all art supplies used in the child care setting and substitute less hazardous products whenever possible.

### Exposure to Toxic Materials

**Lead, Mold, and Mildew** – Experts should be called in to assess and eliminate any lead, asbestos, mold, or mildew issues in the child care environment.

| For More Information | See NTI’s *Environmental Health in Child Care* Module and the *Environmental Health: Lead* Trainer’s Toolkit. |

### Notes

#### Activity: Health and Safety Risks for Child Care Staff Case Scenario

<table>
<thead>
<tr>
<th>Time</th>
<th>10 minutes</th>
</tr>
</thead>
</table>
| Training Technique | • Case scenario  
|                          | • Small groups |
| Supplies          | • Handout: Health and Safety Risks for Child Care Staff Case Scenario (one handout for each participant)  
|                  | • Flip chart sheets |
| Instructions     | • Show slide # 26.   
|                  | • Divide the trainees into small groups of 3-5.   
|                  | • Ask each group to select a group leader and a recorder/reporter.   
|                  | • Ask each group to read the case scenario and answer the questions on the worksheet.   
|                  | • Let the group know they have 5 minutes to read the case scenario and answer the questions.   
|                  | • At the end of five minutes, ask the recorder from each group to share his/her small group’s responses. Record responses on a flip chart sheet and summarize the discussion. |
| Talking Points   | Activity: Case Scenario   
|                  | The ideas that you generated illustrate why it is important to be aware of health and safety risks present in the child care workplace. Being aware of how these things affect child care staff can help you make a plan to address these issues before they become a problem. |
| For More Information | Refer to Module section “Health and Safety Risks for Child Care Staff and Preventive Measures.” |
| Notes            |
Presentation: Health and Safety Risks for Child Care Staff - Stress

<table>
<thead>
<tr>
<th>Time</th>
<th>10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Technique</td>
<td>Large group, slides/overheads</td>
</tr>
<tr>
<td>Instructions</td>
<td>Show slides 27 – 31.</td>
</tr>
</tbody>
</table>

Talking Points: Stress

- Stress can also be a significant concern for child care staff, especially because it affects their health and safety and influences the quality of the care they are able to provide. A child care staff member that is experiencing a lot of stress may not be able to respond to children in a nurturing and supportive manner.

[Trainer: Consider asking trainees to share their ideas about factors that create stress for child care staff now. You may decide to write these on a flip chart sheet at the front of the room.]

- Several sources of occupational stress for child care staff have been well documented.
  - **Staff/Child Ratio:** Studies have shown that in facilities with high staff/child ratios, the staff like their jobs less; have less interaction with children, parents and other staff; and were more likely to endorse practices harmful to children, such as compulsory naps and use of tranquilizers for hyperactive children (Maslach and Pines, 1977; Turk, Meeks, and Turk, 1982).
  - **Number of Hours Working with Children:** Staff who work longer hours directly with children versus staff who divide time between direct work with children and other non-child work are likely to have more negative attitudes toward children, feel less happy on the job, approve of compulsory naps, and have negative feelings after the end of the work day (Maslach and Pines, 1977).
  - **Break Time:** In facilities where break times (non-child related work) are not available, staff have reported increased negative feelings about the facility, less ability to influence their work environment. After work, they reported feeling more impatient, more irritable, more strained, more upset and more psychologically distant (Maslach and Pines, 1977).
  - **Program Structure:** Staff in non-structured facilities are less cheerful, tolerant, and alert, and more moody and irritable at the end of the day. ‘Open non-structured facilities’ are those where arrival and departure times of children vary, activities are flexible and spontaneous, all of the children have free access to all parts of the facility, and all of the...
teachers share coverage of all parts of the facility (Maslach and Pines, 1977).

- **Staff Meetings:** Staff meetings are a time when staff can join together in seeking solutions to anxiety causing problems (Aronson, 2001). Staff meetings provide staff the opportunity to socialize informally, give each other support, confer about problems with children and parents, clarify goals for themselves and the facility, and exert direct influence on the policies of the facility (Maslach and Pines, 1977). Without staff meetings, child care staff miss out on these opportunities.

- **Lack of Social Support:** Caregivers who perceive little social support reported higher levels of stress (Kontos and Riessen, 1993).

- **Controlling Children’s Behavior:** Kaiser et al. (1993) examined the relative stressfulness of various child care activities for teachers of 4-year-old children. They found that nurturing children and working with parents were the most enjoyable and least stressful tasks, while toileting supervision was the least enjoyable, and controlling children’s behavior was the most stressful activity in child care.

- **Relationships with Co-Workers/Parents:** As with any job, working with other adults can be stressful.

  - Other sources of stress have been less well documented, but may contribute to occupational stress in the child care environment. They are
    - Unpredictable change
    - High level of responsibility for children’s welfare
    - Inadequate professional support and recognition
    - Inadequate salaries and benefits
    - Lack of clear job expectations and methods of evaluation
    - Noise/activity level

**Workplace Interventions to Decrease Stress**

- The following interventions have been shown to decrease stress among child care staff. Limiting responsibility - Making staff responsible only for the children in a particular room. (For example, in rooms that are age specific, i.e., infant rooms, toddler rooms, etc.)
  - Assigning toys and materials to a specific room.
  - Setting arrival and departure times to a fixed schedule.
  - Assigning volunteers to a specific room.
Workplace Interventions to Decrease Stress (Proposed)

Other proposed workplace interventions for reducing staff stress include:

- Written job descriptions and personnel policies to insure staff clarity about their responsibilities
- Regular staff meetings so that members can share feelings and concerns and feel supported by supervisors and colleagues
- Involvement of staff in program decisions so that they feel control over their work environment
- Regularly scheduled trained volunteers to assist during the busiest times of the day so staff can take breaks or provide individual attention to children
- Someone always on call so staff members who feel overwhelmed by the demands of the job can take a break from the children
- A pleasant, comfortable place with adult-size furniture for staff to use on breaks so that their time away from the children is relaxing
- Regularly scheduled exercise breaks for staff such as a 10 minute walk twice a day
  (Aronson, 2001; Prevent Child Abuse North Carolina, 2000)

Managing Stress

There are some things that child care staff can do to improve their ability to manage stress (Aronson 2001; Mayer, 2002). These include:

- Prioritize: Identify tasks that are most important and take care of those first.
- Set limits: Don’t take on others’ problems.
- Assert oneself: Enforce written program policies.
- Use appropriate resources: Recommend community resources to parents when appropriate. Don’t try to solve all children’s issues alone.
- Maximize job satisfaction: Structure the day to include as many benefits and enjoyable tasks as possible. Even five minutes of an enjoyable activity can improve morale.
- Sustain oneself: Make one’s own well-being a high priority during the workday.
- Get support: Identify other child care staff with whom work issues can be discussed. Share concerns and ideas.
- Laugh: Laughter is good medicine.
- Exercise: Physical activity is relaxing and releases hormones that self-medicate.
| Notes |  |
Activity: Stress Management Assessment

<table>
<thead>
<tr>
<th>Time</th>
<th>5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Technique</td>
<td>Individual</td>
</tr>
<tr>
<td>Supplies</td>
<td>• One copy of the <em>Stress Management Assessment</em> for each trainee</td>
</tr>
</tbody>
</table>

**Instructions**
- Show slide 32.
- Ask trainees to find the *Stress Management Assessment* handout in their Participant’s Packets.
- Inform trainees that they have five minutes to complete the assessment on their own.
- Discuss with the group the appropriateness of using such a tool with child care staff as a way of introducing the topic of stress in child care.

**Talking Points**
**Stress Management Assessment**
- Please find the *Stress Management Assessment* handout in your Participant’s Packets. Take a few minutes to complete the assessment on your own before we come back together. Keep in mind that the purpose of informal stress tests such as this is not to make a diagnosis. Rather, the purpose is to alert you to the level of stress you may experience and assist you in finding and maintaining a level of stress that is comfortable.

**Notes**
Presentation: Promoting Staff Health Through Nutrition and Physical Activity

<table>
<thead>
<tr>
<th>Time</th>
<th>10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Technique</td>
<td>Slides/overheads</td>
</tr>
<tr>
<td>Instructions</td>
<td>Show slides 33 – 37.</td>
</tr>
</tbody>
</table>

Talking Points

Promoting Staff Health Through Nutrition and Physical Activity

Obesity is a growing problem nationwide. It is a well-documented health hazard, linked to the development of heart disease, cancer, type 2 diabetes, stroke, arthritis, breathing problems, and psychological disorders such as depression. So that child care staff can respond quickly in an emergency situation, lift and lower small children, and get down to child level without injury, they need to be at a healthy weight. To help them reach this goal, child care staff need education regarding:

- Which foods to eat
- How much to eat (moderation and portion sizes)
- How to monitor their intake of different nutrients
- How to combine good nutrition with physical activity

Establishing a Staff Nutrition Program

There are five steps to achieving optimal nutritional health. The CCHC is in a unique position to assist staff in progressing through these steps. They are:

**Step 1: Assess Present Nutritional Intake:** Begin by helping the staff to assess what they are doing well and where change is needed. The CCHC can also help staff compare their diet with recommendations for good nutrition and physical activity by using tools such as the USDA Choose MyPlate: [http://www.choosemyplate.gov/](http://www.choosemyplate.gov/)

**Step 2: Set Medium and Long Range Goals:** If weight loss is a goal, the CCHC should assist the staff in determining the eventual body mass index (BMI) to be achieved. This ultimate goal should be broken down by establishing the BMI goals to be reached in 3 months, 6 months, 9 months, and 12 months.

**Step 3: Decide on Food Control Practices To Achieve Goals:** For example, if the goal is to reduce intake (“lose weight”), food control practices might include: reduce portion sizes, decrease frequency of eating, increase low fat foods and decrease high fat foods, etc. If the goal is to eat more nutrient dense foods, food control practices might consist of: eating foods with less sugar or less fat, and/or eating more fruits and vegetables. The CCHC can assist staff in selecting the food control practices that will best serve their individual needs.
Step 4: Set Weekly Goals: The CCHC should work with child care staff to break down the first 3 month period into 12 weeks. Establish a target food practice for each week.

Step 5: Set Daily Goals: Establish a daily routine. For example, each day select and/or eliminate foods for intake, and/or determine times, settings and frequency of eating.

Physical Activity
Health experts recommend that adults engage in moderately intense physical activity for at least 30 minutes on 5 or more days per week. Examples of moderately intense activity include brisk walking, cycling, swimming, or doing housecleaning tasks or yard work. Any physical activity, at any time of the day, is good for promoting health, even climbing stairs, sweeping, or carrying groceries.

Incorporating Physical Activity Into the Workplace
Child care facilities might consider ways to incorporate fitness activities throughout the work day. Some examples are:

- Taking walks during breaks or when brainstorming ideas with a co-worker
- Parking farther away from the facility and walking the extra distance
- Placing posters of stretches and simple exercises in the break room
- If possible, having jump ropes, a stationary bicycle, or treadmill available in the break room

[Trainer: Consider asking for examples of ways that the trainees have incorporated physical activity into their own lives or in child care facilities with which they have worked.]
<table>
<thead>
<tr>
<th>Benefits of Physical Activity</th>
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<tbody>
<tr>
<td>The benefits of physical activity are well documented. It reduces dangerous risk factors for cardiovascular disease, type 2 diabetes, and certain cancers, helps to lower high blood pressure and cholesterol, prevents or retards osteoporosis, and reduces obesity. In addition, frequent physical activity promotes a sense of well-being and improves appearance. It reduces stress while improving the ability to cope with stress, improves posture and muscle toning, and reduces injuries (Aronson, 1997; American Heart Association, 2002; President’s Council on Physical Fitness and Sports, 2002).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For More Information</th>
<th>See NTI’s <em>Nutrition and Physical Activity in the Child Care Setting</em> Module.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes</td>
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</table>
### Learning Assessment – “Action Plan”

<table>
<thead>
<tr>
<th>Time</th>
<th>10 minutes</th>
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</thead>
<tbody>
<tr>
<td>Training Technique</td>
<td>Individual, large group</td>
</tr>
</tbody>
</table>
| Supplies   | • “Action Plan” worksheet (from Participant’s Packets)  
             • Flip chart sheet |
| Instructions | • Show slide 38.  
             • Ask all trainees to take the “Action Plan” worksheet from their Participant’s Packets.  
             • Ask each trainee to write on the “Action Plan” worksheet one thing they can do right now, in the next month, and in the next year to promote the health and safety of child care staff they work with.  
             • Give each trainee a few minutes to finish writing, then bring the group back together to share their ideas. |
| Talking Points | Action Plan  
             • Please find the “Action Plan” worksheet in your Participant’s Packet. Take the next few minutes to write one thing you can do right now, one thing you can do in the next month, and one thing you can do in the next year to promote the health and safety of the child care staff you work with.  
             • When you have finished writing, please turn your paper over and put your pencil down.  
             • What ideas did you have? |

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## Closing

<table>
<thead>
<tr>
<th>Time</th>
<th>5 minutes</th>
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<tbody>
<tr>
<td>Training Technique</td>
<td>Large group</td>
</tr>
</tbody>
</table>
| Instructions | Show slide 39.  
Review Training Objectives to make sure all have been addressed during the training. Ask if any trainees have questions about the information presented.  
Summarize the session and encourage trainees to continue their work to improve the health and safety of child care staff. |
| Talking Points | Action Plan |  
Let’s review the training objectives to make sure we’ve covered everything we wanted to talk about today. Remember that providing quality child care starts with a quality staff! There are a lot of inexpensive and simple changes child care programs can make to help staff stay healthy and safe.  
Thank you for your attention today. |
| Notes         |            |
### Evaluation

<table>
<thead>
<tr>
<th>Time</th>
<th>5 minutes</th>
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</thead>
<tbody>
<tr>
<td>Training Technique</td>
<td>Individual</td>
</tr>
</tbody>
</table>
| Instructions | • Show slide 40. (Placeholder slide not printed here.)  
• Ask participants to complete the “Evaluation of Trainer Form” at this time.  
• Inform participants that the evaluations are anonymous.  
• Explain that the evaluation results provide you with information about the effectiveness of the training and that information collected from the evaluation will be used to improve the training.  
• Allow participants 5 minutes to complete the evaluation.  
• Collect forms. |

### Notes
APPENDIX A - MATERIALS FOR PARTICIPANT’S PACKET

Activities
Additional activities may be included in your training if you have extra time. Your audience analysis and training objectives will help you determine what type of activities are most appropriate for your group.

Any of the following materials may be printed and included in a participant’s packet or as handouts to be distributed to the group. You may wish to white out the existing page numbers and write in your own, or you may print each activity on different colors of paper for easy reference by your participants.

Evaluation of Trainer
The “Evaluation of Trainer Form” at the end of this material should be printed and distributed to each participant for feedback on various aspects of your training.

Cover Page
The cover page may be printed and used as a cover page for the activities, slide handout, evaluation form and any additional materials you wish to provide as part of a participant’s packet. If your participant’s packet contains several activities and handouts, you may want to create a table of contents to guide participants through the materials.
## ACTIVITY: Introduction/Icebreaker Activity - “Key Concept” Cards

**Instructions:** Make enough “key concept” cards for each trainee to have one during the introduction/icebreaker activity. Use 3x5 index cards. On half the cards write key concepts to be covered under each agenda item. On the other half of the cards, write the corresponding definition or phrase. Some possible key concepts are listed below, but feel free to make up your own as necessary.

<table>
<thead>
<tr>
<th>KEY CONCEPT</th>
<th>Corresponding definition or points</th>
</tr>
</thead>
</table>
| 3 Common Problems for Staff Who are Pregnant | • Back problems  
• Swollen feet, varicose veins  
• Fatigue                        |
| 3 Child Factors that Increase the Risk of Exposure to Infectious Disease | • Immature immune systems  
• Physiological immaturity  
• Developmentally appropriate behaviors |
| Infections with Potentially Severe Outcomes for Child Care Staff | • CMV  
• Hepatitis A  
• Varicella-Zoster (Chicken Pox)  
• Parvovirus B19 |
| Musculoskeletal Risk Factors for Child Care Workers | • Frequent heavy lifting and carrying  
• Sitting on the floor or in child-size chairs  
• Kneeling, squatting, and reaching to a variety of heights |
| Toxic Materials in the Child Care Setting | • Cleaning products  
• Art materials  
• Lead, mold, mildew |
| Job Stress | • “… the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker” (NIOSH, 2002). |
| Amount of Physical Activity Recommended for Adults | • 30 minutes on 5 or more days per week |
Activity: Health and Safety Risks for Child Care Staff Case Scenario

Instructions: Read the following scenario and discuss what might help in this situation.

Linda has been the Director at Sweet Peas Child Care Center for three years. In this position, she supervises a staff of 20 women between the ages of 18 – 62. Most of the child care staff have been with the facility for at least two years. Linda has noticed that staff have been missing more days of work due to illness or injury. She is concerned that Sweet Peas Center is not doing all it can to promote the health of the staff. Linda calls you (her Child Care Health Consultant) for ideas about promoting the health and safety of the staff at Sweet Peas.

Keeping in mind your role with regard to consultation, advocacy, policy development, health education/training, and resource and referral, what ideas do you have for Linda with regard to preventing:

- Infectious disease transmission?
- Musculoskeletal injuries?
- Falls?
- Exposure to toxic materials?
Activity: Health and Safety Risks for Child Care Staff Case Scenario (ANSWER KEY)

Instructions: Read the following scenario and discuss what might help in this situation.

Linda has been the Director at Sweet Peas Child Care Center for three years. In this position, she supervises a staff of 20 women between the ages of 18 – 62. Most of the child care staff have been with the facility for at least two years. Linda has noticed that staff have been missing more days of work due to illness or injury. She is concerned that Sweet Peas Center is not doing all it can to promote the health of the staff. Linda calls you (her Child Care Health Consultant) for ideas about promoting the health and safety of the staff at Sweet Peas.

Keeping in mind your role with regard to consultation, advocacy, policy development, health education/training, and resource and referral, what ideas do you have for Linda with regard to preventing:

- Infectious disease transmission?
  - Make sure staff obtain appropriate immunizations.
  - Encourage hygienic procedures for handwashing, dipering, food preparation, and cleaning and sanitation of the environment and toys.
  - Establish clear criteria for exclusion of ill staff and children.
  - Have a written plan to prevent exposure to bloodborne pathogens.
  - Ensure that pregnant staff consult with their health care provider about measures to promote a healthy pregnancy in the child care setting.

- Musculoskeletal injuries?
  - Educate staff about proper body mechanics, especially for lifting and carrying.
  - Provide furniture and fixtures at appropriate adult heights.
  - Encourage regular exercise and stretching for increased strength and flexibility.
  - Support staff efforts to maintain a healthy body weight.
  - Require use of appropriate footwear.

- Falls?
  - Clean up spills immediately.
  - Make sure staff can see where they are going.
  - Require use of appropriate footwear.
  - Remove objects that obstruct working and walking areas.

- Exposure to toxic materials?
  - Review toxicity of cleaning and art supplies used in the classroom and substitute less hazardous products whenever possible.
  - Require good ventilation when sanitation and art materials are used.
ACTIVITY: Stress Management Assessment

1.____ Give yourself 10 points if you exercise for a minimum of twenty minutes three days a week.

2.____ Give yourself 10 points if you wake up feeling reasonably rested at least 5 days a week.

3.____ Give yourself 5 points if you have a quiet place in which you can relax on a regular basis.

4.____ Give yourself 5 points if you take quiet time for yourself during the day.

5.____ Subtract 5 points for every time during the week that you use alcohol to relieve stress.

6.____ Give yourself 10 points if you have an income adequate to meet basic needs.

7.____ Subtract 10 points if you feel you lack a consistent sense of purpose, connectedness, or life meaning.

8.____ Give yourself 10 points if you are reasonably comfortable with your body weight.

9.____ Subtract 5 points for every time during the week that you smoke cigarettes to relieve stress.

10.____ Give yourself 10 points if you have one or more friends with whom you can talk about personal matters.

11.____ Give yourself 10 points if you eat at least one balanced meal a day.

12.____ Give yourself 10 points if you give and receive affection regularly.

13.____ Subtract 5 points for every time during the week that you use a substance other than alcohol or cigarettes to relieve stress.

14.____ Give yourself 10 points if you feel that you are in good health.

15.____ Give yourself 10 points if you feel supported by your social network.

16.____ Give yourself 10 points if you usually communicate effectively in your interpersonal relationships.

17.____ Give yourself 10 points if you do something fun at least once a week.

18.____ Give yourself 10 points if you drink fewer than three caffeine drinks (coffee, tea, or cola) a day.
SCORE

<40 points

Your test score shows that not only are you living under a lot of stress, but you may also be compromising your health by the ways in which you deal with this stress. But don’t panic; there are many healthy ways in which you can handle your stress. See the stress management fact sheet for tips on learning practical skills to help you be more effective in your stress management. If you would like to talk to someone about how to best manage your stress level, please contact your health care provider.

40 - 80 points

It appears that you currently do some good things to relieve your stress. If you are satisfied with how you manage the stress in your life, great. Keep taking care of yourself. If you feel that you need more practice with stress management, there are a number of good resources on the world wide web.

>80 points

While you may sometimes feel the effects of too much stress, it appears that you are doing a good job of handling the stress in your life. This is a healthy way to live! If you want to learn even more stress management skills, explore the many resources related to stress management on the world wide web.

Informal stress tests such as this one are not intended to be diagnostic. Rather, they are intended to alert you to the levels of stress you experience and assist you in monitoring/maintaining a level of stress that is comfortable for you. Every individual has a different stress comfort level. What may seem hectic and out of control to one person is routine to another. If you are concerned about your stress comfort level, please seek assistance from your health care provider.

(Reprinted and adapted with permission from the Center for Healthy Student Behaviors, Student Health Service, Division of Student Affairs, University of North Carolina at Chapel Hill, Chapel Hill, NC; 2001.)
ACTIVITY: Action Plan

Instructions: Fill in the table below.

<table>
<thead>
<tr>
<th></th>
<th>Right away?</th>
<th>In the next month?</th>
<th>In the next year?</th>
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<tbody>
<tr>
<td>What can you do</td>
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<td>to promote the health</td>
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<tr>
<td>and safety</td>
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<tr>
<td>of child care staff</td>
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National Training Institute for Child Care Health Consultants
Evaluation of Trainer Form

Using the rating scale below, please evaluate the Trainer’s presentation skills.
1= unsatisfactory    2= below average    3=average    4=above average    5=outstanding    NA=non-applicable

<table>
<thead>
<tr>
<th>Training Content</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
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<tbody>
<tr>
<td>Please rate the Trainer on the quality of the following:</td>
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<tr>
<td>• Introduction and opening</td>
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<tr>
<td>• Accuracy of information</td>
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<td>• Usefulness of information</td>
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<tr>
<td>• Clear presentation of training objectives</td>
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<tr>
<td>• Fulfillment of training objectives</td>
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<tr>
<td>• Organization of training content</td>
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<tr>
<td>• Closing</td>
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<table>
<thead>
<tr>
<th>Training Techniques: Methods, Media, &amp; Materials</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
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<tbody>
<tr>
<td>Please rate the effectiveness of the Trainer’s use of the following:</td>
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<tr>
<td>• Flip chart</td>
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<td>• Handouts</td>
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<td>• Overhead transparencies</td>
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<td>• PowerPoint slides</td>
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<td>• Video</td>
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<td>• Other (specify):</td>
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<table>
<thead>
<tr>
<th>Training Techniques: Activities</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
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<tbody>
<tr>
<td>Please rate the Trainer’s use of training activities on the following characteristics:</td>
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<tr>
<td>• Clear instructions</td>
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<td>• Usefulness</td>
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<tr>
<td>• Opportunities for interaction among participants</td>
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<table>
<thead>
<tr>
<th>Delivery of Content</th>
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<th>2</th>
<th>3</th>
<th>4</th>
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<th>NA</th>
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<tbody>
<tr>
<td>Please rate the Trainer on the following training dynamics:</td>
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<tr>
<td>• Enthusiasm</td>
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<td>• Voice projection</td>
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<td>• Clarity and professionalism of voice</td>
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<td>• Word choice</td>
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<td>• Pace of presentation</td>
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<td>• Eye contact</td>
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</table>
Facilitation Skills
Please rate the Trainer on the following skills:

<table>
<thead>
<tr>
<th>Skill</th>
<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Time management</td>
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<tr>
<td>Manner of answering questions</td>
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<tr>
<td>Manner of handling difficult behaviors of participants</td>
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<tr>
<td>Ability to engage all participants</td>
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</table>

Please take a moment to answer the following questions:

What did you like most about this training?

What can the Trainer do to improve this training?

Was this the most effective way to present this material? Please explain.

Do you have any suggestions for other methods to present the material?

Thank you.
Promoting the Health and Safety of Child Care Staff

Participant’s Packet