

**Building Consultation Skills:
Policy Development
Trainer's Guide**
version 1
(Last updated 2/15/2013)

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NOTE TO TRAINER

There are six separate Toolkits associated with the *Building Consultation Skills* Training Module. Each Toolkit includes a Trainer's Guide and a Slide Presentation. There is one Toolkit for each of the following sub-topics:

- Child Care Health Consultation
- Cultural Competence and Communication Skills
- Policy Development
- Advocacy
- Health Education
- Resource & Referral and The Medical Home

The Toolkits are designed to assist NTI Trainers in delivering training sessions on each of the above subtopics. Trainers have the flexibility to design a training using any combination of subtopics. For example, a day-long training may be designed to cover all six subtopics, or a shorter training may cover fewer subtopics as needed. The toolkits have been developed to accommodate this flexibility.

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>).

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PREPARATION CHECKLIST

Curriculum Materials:

Download the following from the "Curriculum" section of the NTI Resources Website:

- Building Consultation Skills* Training Module
- Building Consultation Skills: Policy Development* Trainer's Guide
- Building Consultation Skills: Policy Development* Slide Presentation
- Training Checklists*

Preparation:

- Read the "Introduction", "Caring for Our Children National Standards" and "Policy Development" sections of the *Building Consultation Skills* Training Module.
- Read the *Building Consultation Skills: Policy Development* Trainer's Guide.
- Review the *Building Consultation Skills: Policy Development* 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.
- On a flip chart sheet, write out the questions participants will be asked to answer for the Introductions/Icebreaker.
- On two flip chart sheets, write out the eleven criteria of a health and safety policy for the "Reviewing a Child Care Health and Safety Policy" activity.
- 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 or large paper for posting Introductions/Icebreaker questions
- Flip chart sheet for posting Overview of Training Session
- Flip chart sheet for posting Training Objectives
- Two to three policy-related news articles for the Opening
- Two flip chart sheets or large papers for posting the eleven criteria of a health and safety policy
- Large markers for flip chart
- Blank flip charts or large papers
- Other: _____

OVERVIEW OF TRAINING SESSION

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

| Estimated Time | Topic | Training Technique |
|--|---|---------------------------------|
| 10-15 minutes prior to session ¹ | Registration | ----- |
| Optional ² | Introductions/Icebreaker | individual/large group |
| 2 minutes | Overview of Training Session and Objectives | slides/overheads |
| 5 minutes | Opening: Policies in the News | large group |
| 15 minutes | Presentation: Health and Safety Policies | slides/overheads |
| 10 minutes | Activity: Reviewing a Child Care Health and Safety Policy | large group |
| 15 minutes | Activity: Revising a Child Care Health and Safety Policy | small/large group |
| 5 minutes | Closing: Action Items for the CCHC | slides/overheads large group |
| 3 minutes | Learning Assessment | individual/large group |
| 5 minutes | Evaluation of Trainer | individual |
| Estimated Total Time: Approx. 1 hour ³ | | |

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

| | |
|-----------------------------|--|
| Time | Optional |
| Training Technique | Individual activity/large group presentation |
| Supplies | Flip chart sheet |
| Instructions | <ul style="list-style-type: none"> • Instruct participants to introduce themselves by answering the following questions: <ol style="list-style-type: none"> 1. What is your name? 2. Explain a “policy” that was developed in your household (i.e., no one can come to the dinner table without washing their hands; my partner cooks dinner every Tuesday and Thursday night, etc.). 3. Did something happen at home that prompted you to implement the “policy”? 4. How did you go about implementing the “policy”? 5. How do you enforce the “policy”? 6. Has the “policy” changed since you first implemented it? • Let participants know they can have fun with this! The “policy” does not necessarily have to be a rule in the house. • If you create your own activity, remember to base it on the participants’ training needs and relate it to the training session’s topic. |
| Talking Points | The purpose of this activity is for participants to introduce themselves and think about policy development in a different way. |
| For More Information | See NTI’s <i>Building Curriculum Development and Training Skills</i> Training Module for ideas about introductions and icebreaker activities. |
| Notes | |

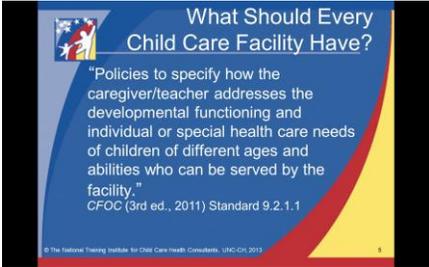
Overview of Training Session and Objectives

| | |
|-----------------------------|---|
| Time | 2 minutes |
| Training Technique | Slides/overheads |
| Supplies | <ul style="list-style-type: none"> • Flip chart sheet with Overview of Training Session written on it • Flip chart sheet with Training Objectives written on it |
| Instructions | <ul style="list-style-type: none"> • Direct participants' attention to the posted Overview of Training Session. • Show slides 1-3. (Slides 1-2, the title slide and customizable slide, are not printed below.) |
| Talking Points | <p>Training Objectives</p> <ul style="list-style-type: none"> • Review Overview of Training Session. • Review the Training Objectives.  |
| For More Information | See NTI's <i>Building Curriculum Development and Training Skills</i> Training Module to learn more about training objectives. |
| Notes | |

Opening: Policies in the News

| | |
|---------------------------|--|
| Time | 5 minutes |
| Training Technique | Large group |
| Supplies | Two to three policy-related news articles |
| Instructions | <ul style="list-style-type: none"> • Prior to the training, ask participants to find a current news article from a newspaper, magazine, etc. where policy development was an integral part of the story. • The article can be any type of news story (i.e., local, national, worldwide, entertainment, political, etc.) • As the trainer, you may want to present an article or two first to give participants an example of how to present this information. • Invite two or three participants to share the article they brought to the session with the large group. • Ask these participants to share the main point of the article and how policy development is integrated. • Inform participants that they have 1-2 minutes to share their article. |
| Talking Points | <p>Opening: Policy in the News This activity gives participants an overview of the importance of policy development and its existence in all aspects of life.</p>  |
| Notes | |

Presentation: Health and Safety Policies

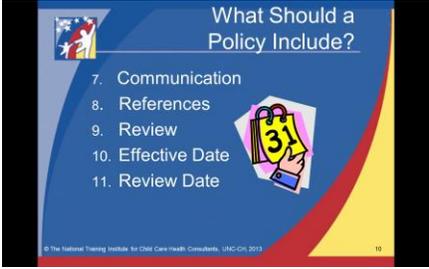
| | |
|-----------------------------|--|
| Time | 15 minutes |
| Training Technique | Slides/overheads |
| Instructions | <ul style="list-style-type: none"> • Show slides 5-10. • Slides 7-10 are animation slides. Ask the group to respond to the question on slide 7 before showing the definition. |
| Talking Points | <p>What Should Every Child Care Facility Have?</p> <ul style="list-style-type: none"> • Written policies in the child care setting are critical to guaranteeing the safety and health of the children. • For example, without such policies, children might arrive at the child care facility with an infectious disease and infect other children or an unauthorized person might be allowed to pick up a child from the facility. • The CCHC can be instrumental in helping child care staff and parents/guardians establish and follow site-specific policies. • Every child care facility should have a plan that specifies, through policies, how the child care staff will address the developmental functioning and individual or special needs of children of different stages and abilities who can be served by the facility. • Additionally, there are specific <i>CFOC</i> standards that address which topics should be included in policies. • The CCHC should always take into account any state, county, or city laws and regulations when developing or revising policies.  |
| For More Information | Refer to module section, “What the CCHC Should Know: Health and Safety Policies.” |
| Notes | |

| | |
|------------------------------------|--|
| <p>Talking Points</p> | <p>Model Child Care Health Policies</p> <ul style="list-style-type: none"> • In addition to the <i>CFOC</i> standards, the document, <i>Model Child Care Health Policies*</i> by Dr. Sue Aronson, can serve as guidance for child care policies. • This document includes information on developing and writing policies, as well as examples of recommended policies that can be easily adapted to suit the needs of the individual child care facility. • Dr. Aronson recommends that child care facilities establish policies for children and staff in a variety of areas.  |
| <p>For More Information</p> | <p>Refer to module section, “What the CCHC Should Know: Health and Safety Policies.”</p> |
| <p>Notes</p> | <p>*This document is currently being revised and updated. A new version is expected to be released shortly.</p> |

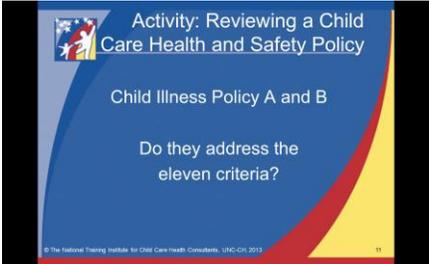
| | |
|------------------------------------|---|
| <p>Talking Points</p> | <p>What is a Health Policy? (Trainer: Remember that this is an animation slide. You may want to show only the question and then reveal the definition written in the slide after participants have provided feedback.)</p> <ul style="list-style-type: none"> • At the minimum, a written health policy must specify how the program intends to comply with the state regulations. • Ideally, it supports the best practice recommendations found in <i>Caring for Our Children</i>. • The CCHC is in a position to assist the child care programs in identifying the need for a written policy, writing the policy, and continually reviewing and revising the policy. • Early on in the policy-setting process, the CCHC might find it helpful to meet with the child care staff, parents/guardians, and other child health professionals to read through the existing policies, clarify issues, and explain what will happen if the policies are not followed. • Often a safety concern may be the primary reason for why a policy needs to be written or revised. • The implementation of a health policy is easier if all parties are involved in the process. • So, what is the process?  |
| <p>For More Information</p> | <p>Refer to module section, “What the CCHC Should Know: Health and Safety Policies.”</p> |
| <p>Notes</p> | |

| | |
|------------------------------------|---|
| <p>Talking Points</p> | <p>Developing a Health and Safety Policy <i>(Trainer: Remember that this is an animation slide. You may want to reveal each step as you explain it.)</i></p>  <ol style="list-style-type: none"> 1. Identify the program's perspective: Learn the viewpoints of all parties and have a team representative from each viewpoint on board. 2. Define the purpose. 3. Determine reasonable expectations: <ul style="list-style-type: none"> • Policies must meet state child care regulations and should ideally comply with <i>CFOC</i> standards. • Policies should be set so that they can be met by staff and parents/guardians. • The program should have the resources necessary to implement and enforce the policy. Consider whether the policy will cost anything and if so, how much. Also, consider what specific resources are necessary to implement the policy. Ensure that the level of necessary costs and resources are realistic for the program. 4. Write the policy: There are eleven elements to a policy, which we will review shortly. 5. Review the policy: The policy should fit the purpose, makes sense, be practical, accurate and up-to-date with current practices, and meets state regulations and <i>CFOC</i> standards. <ul style="list-style-type: none"> • A health professional and attorney should be involved in reviewing the policy so that the facility can ensure that the policy is legally appropriate and consistent with current child health practice. Also, costs should be reviewed. There can be negative consequences if there are insufficient funds. 6. Implement the policy: Everyone involved and affected by the policy should be made aware of the policy and trained to enforce the policy. |
| <p>For More Information</p> | <p>Refer to module section, "What the CCHC Should Know: Health and Safety Policies."</p> |
| <p>Notes</p> | |

| | |
|------------------------------------|--|
| <p>Talking Points:</p> | <p>What Should a Policy Include? <i>(Trainer: Remember that this is an animation slide. You may want to reveal each item as you explain it.)</i></p> <ol style="list-style-type: none"> 1. Title: Specify the health or safety goal covered. 2. Belief Statement: Explain briefly why the facility believes this policy is necessary. 3. Intent Statement: Explain the purpose of the statement. 4. Background: Explain why the policy exists (this may not be included in all policies). 5. Procedure/Practice: Outline the actions necessary to accomplish what the policy recommends. 6. Application: Specify to whom the policy applies.  |
| <p>For More Information</p> | <p>Refer to module section, “What the CCHC Should Know: Health and Safety Policies.”</p> |
| <p>Notes</p> | |

| | |
|------------------------------------|---|
| <p>Talking Points</p> | <p>What Should a Policy Include? (cont.) <i>(Trainer: Remember that this is an animation slide. You may want to reveal each item as you explain it.)</i></p> <ol style="list-style-type: none"> 7. Communication: State how the child care staff, parents/guardians, and affected community members will be informed by the policy. 8. References: Source of information. 9. Review: Names of those who reviewed the policy. 10. Effective Date: Date policy did/will go into enforcement. 11. Review Date: Scheduled and past policy review dates.  |
| <p>For More Information</p> | <p>Refer to module section, “What the CCHC Should Know: Health and Safety Policies.”</p> |
| <p>Notes</p> | |

Activity: Reviewing a Child Care Health and Safety Policy

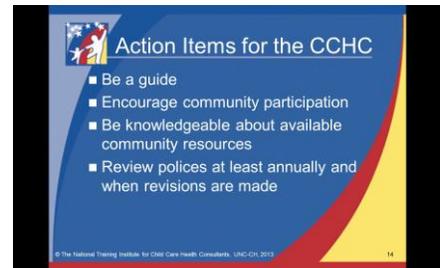
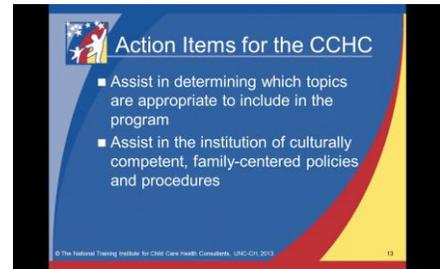
| | |
|---------------------------|---|
| Time | 10 minutes |
| Training Technique | Large group |
| Supplies | <ul style="list-style-type: none"> • Two flip chart sheets with eleven criteria of a health and safety policy already written on each • Large marker for flip chart sheet |
| Instructions | <ul style="list-style-type: none"> • Show slide 11. • Direct participants to this activity in their participant's packet. • See pg. 19 of the Trainer's Guide for this activity. • Invite a participant to read Child Illness Policy A aloud. • Facilitate the larger group to determine whether each policy addresses the eleven criteria for what a health policy should include. • Using one of the prescribed flip chart sheets, check off each criterion as participants determine which ones are addressed in Child Illness Policy A. (Consider inviting a participant to do this during facilitation.) • Repeat these steps for Child Illness Policy B. |
| Talking Points | <p>Activity: Reviewing a Child Care Health and Safety Policy</p>  |
| Notes | |

Activity: Revising a Child Care Health and Safety Policy

| | |
|---------------------------|--|
| Time | 15 minutes |
| Training Technique | Small/large group |
| Supplies | <ul style="list-style-type: none"> • Blank flip chart sheets • Several large markers • Hand Washing Policy (pg. 23 in the Trainer's Guide) |
| Instructions | <ul style="list-style-type: none"> • Show slide 12. • Direct participants to this activity in their participant's packet. • See pg. 21 of the Trainer's Guide for this activity • Invite a participant to read The Lake Policy aloud. • This activity can be done two ways depending on the size of the group. • <i>Option 1:</i> Divide the large group into two groups. Ask group 1 to answer questions a and b, and group 2 to address questions c and d. • <i>Option 2:</i> Divide the large group into groups of 3-4 and ask participants to address all four questions (a-d). • Advise the participants that a child care director has asked for their help in revising this policy. • Ask each group to select a recorder/reporter. • Allow the group 10 minutes to discuss possible answers. • Bring the small groups together and ask each group to report their answers. • Facilitate discussion amongst the larger group. • Hand participants the Hand Washing Policy as an example of an appropriate child care health and safety policy. |
| Talking Points | <p>Activity: Revising a Child Care Health and Safety Policy Let's do a quick activity. Please find The Lake Policy handout in your binder.</p>  |
| Notes | |

Closing: Action Items for the CCHC

| | | |
|---------------------------|--|--|
| Time | 5 minutes | |
| Training Technique | <ul style="list-style-type: none"> • Slides/overheads • Large group | |
| Instructions | <ul style="list-style-type: none"> • Show slides 13-14. • Before discussing the action items for the CCHC, you may want to review the key points of the training session. Consider asking participants what they think are the key points of the training session. • If there is time after reviewing the action items for the CCHC, ask participants if they know of a specific policy within one of their programs that might need revision, or if a new policy needs to be developed. • Encourage discussion around what will be their first steps in revising an existing policy and/or developing a new policy within this program. • You may want to have participants create their own list of action items or list a few steps to achieve each item on the slide. | |
| Talking Points | <p>Action Items for the CCHC</p> <ul style="list-style-type: none"> • Help child care staff and parents/guardians determine which topics are appropriate to include in the facility's policy. • Assist in the institution of culturally competent, family-centered policies and procedures. • Guide child care staff and parents/guardians through the process of developing and maintaining child care policies by checking that equipment and supplies are available to make policies work, the facility is organized to support the policies, proper procedures are used to support the policies, the lines of communication are kept open, and everyone involved is educated regarding the recommended standards for policies. • Encourage the involvement of community health professionals in the development, review, and revision process of health-related policies. • Be knowledgeable about what community resources are available to the child care facility in setting and implementing policies that are appropriate and financially feasible. • Review the policies at least annually and when revisions are made. | |



| | |
|-----------------------------|---|
| For More Information | Refer to Module section, "Action Items for the CCHC." |
| Notes | |

Learning Assessment

| | |
|---------------------------|--|
| Time | 3 minutes |
| Training Technique | Individual/large group |
| Instructions | <ul style="list-style-type: none"> • Show slide 15. • Ask participants to write down their responses to these two instructions. • State that their responses will be collected at the end of the session. • If there is enough time, participants could be asked to share their responses with the large group. • Use this as an opportunity to provide resources for further learning. |
| Talking Points | <p>Learning Assessment</p>  |
| Notes | |

Evaluation of Trainer

| | |
|---------------------------|--|
| Time | 5 minutes |
| Training Technique | Individual |
| Instructions | <ul style="list-style-type: none">• Show slide 16. (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 | |

MATERIALS FOR PARTICIPANT'S PACKET

Activities

The following are activities related to policy development. The first two activities, "Reviewing a Child Care Health and Safety Policy," and "Revising a Child Care Health and Safety Policy," are part of the hour-long presentation that has been designed on this topic. The "Hand Washing Policy" handout, which is part of the "Revising a Child Care Health and Safety Policy" activity, follows. The remaining activity ("Comparing Your State Regulations For Child Care Facility Administration Policies With *CFOC* Standards") may be included in your training if you have additional time. Your audience analysis and training objectives will help you determine which of these activities are most appropriate for your group.

Any of the following 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: REVIEWING A CHILD CARE HEALTH AND SAFETY POLICY

Instructions: Read Child Illness Policy A and Child Illness Policy B below. Engage in a facilitated group discussion to determine whether each policy addresses the eleven criteria for what a health policy should include.

| <i>Criteria</i> | <i>Child Illness Policy A</i> | <i>Child Illness Policy B</i> |
|-----------------------|-----------------------------------|-----------------------------------|
| 1. Title | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Belief Statement | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Intent Statement | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Background | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Procedure/Practice | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Application | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Communication | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. References | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Review | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Effective Date | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Review Date | <input type="checkbox"/> | <input type="checkbox"/> |

Child Illness Policy A

Child Illness Policy

Communicable illnesses are very common in child care settings. Here at MunchkinLand, I strive to keep the children safe and healthy; therefore I must adhere to a strict illness policy. Please notify child care staff at least one-half hour prior to the usual arrival time in the event your child will stay home sick or is going to be late for whatever reason (but please no earlier than 7am). If I do not receive notice, and this happens more than once, your contract will be subject to termination. The operating expenses for MunchkinLand are the same whether your child attends or not. Therefore, no deductions in the weekly fee will be made for sick days. If your child stays home sick on a day when payment is due, payment must still be made by the end of the day or late fees will be added.

Health Department regulations prohibit the admittance of ill children into a family child care home or facility. A child cannot be brought to my child care home if s/he is displaying, or has displayed within 24 hours:

- a fever (>99°F under arm; >100°F orally; or >101°F rectally)
- diarrhea
- vomiting
- or symptoms of any communicable disease (rash, sore throat with swollen glands, severe coughing, eye discharge, yellowish skin or eyes, green or yellow or clear and thick runny nose)

- or if the child is irritable, continuously crying or requires more attention than I can provide without endangering the health and safety of other children in my care

Children may attend with common cold symptoms (clear, watery runny nose, happy and playful, no fever), but if the symptoms persist for more than the usual 7-10 days or are worsening (runny nose becomes thick, green or yellow, child is irritable, fever >100°F orally), you will be asked to remove your child and seek medical attention to be sure a secondary infection has not set in. If your child becomes ill while in my care, you will be called to come pick him/her up immediately. S/he will be kept in an isolated area until you arrive. You will have a one-hour window to pick up your child before I begin calling the emergency contacts in your child's file. The child may return to my child care home when s/he is free of symptoms without the aid of medication for 24 hours or has been on antibiotics for 24 hours and is no longer contagious. Parents who consistently bring their child to my home while ill will be terminated. Although it may seem inconvenient when your child is sent home, you will appreciate knowing your child's exposure is minimized when other children become ill.

(MunchkinLand, 2003)

Notes:

Child Illness Policy B

Ill at Daycare

I will notify you immediately if your child is vomiting, has diarrhea, high temp., or severe rash. You are expected to then make arrangements for the child to be picked up as soon as possible. I cannot accept any children in my home with any of those symptoms or any other illness that is catchy. (severe cold, flu, pink eye, chicken pox, etc.)

MN rules require that a parent notify me within 24 hours of the diagnosis or exposure of any seriously contagious diseases. I will then notify all the other parents here.

All children in my care MUST have the appropriate immunizations for their age.

(Cozy Cottage Child Care, 1998)

Notes:

- d. Who would you include in the revision process of this document?

Notes:

HAND WASHING POLICY

ABC Child Care Center believes that proper hand washing is the most effective way to decrease the spread of communicable disease.

Frequent hand washing by child care staff and children is the most effective way to prevent spreading germs (CDC, 2004).

This policy is intended to keep children, families, and staff healthier.

This policy was developed in response to an increase in a communicable disease.

(This is background information that a particular facility wanted to include because there had been a Salmonella outbreak. Not every policy will have a background statement.)

ABC Child Care Center requires all child care staff (including volunteers) to wash their hands at the following times:

- Upon arrival at work
- Before preparing or handling food, or feeding children
- After using the toilet, assisting children with toileting, or changing diapers
- After contact with any bodily fluids or secretions
- After handling pets or caring for pets
- Before administering any type of medication, or applying ointments/creams
- After cleaning surfaces or toys
- Whenever hands are visibly dirty
- Before leaving work

All children attending the program are required to wash their hands:

- Upon arrival
- Before and after eating
- After using the toilet or having diapers changed
- Before and after sharing sensory materials
- After playing outside
- After contact with bodily fluids
- After handling or feeding animals/pets, or handling animal cages
- When hands are visibly dirty
- Before leaving the facility

This policy applies to staff employed by the program, all volunteers, parents, and all children attending the program. Staff and volunteers will receive a written copy of this policy in their orientation packets before their first day at the facility. All parents will receive a written copy of this policy in the parent handbook. A copy of this policy will be posted on the parent bulletin board in each classroom. Parents will receive written notification of any necessary updates.

References

Centers for Disease Control and Prevention. An ounce of prevention: Keeps the germs away. [online] 2004 Available from: URL: <http://www.cdc.gov/ncidod/op/handwashing.htm>

Reviewed by:

- Jane Doe, Owner and Operator of ABC Child Care
- Mary Black, State Licensing Consulting, CDC
- Debbie Garrett, RN, MPH
- Joe Smith, Attorney

This policy is effective 1/1/06, and will be reviewed every six months, or as needed.

Notes:

ACTIVITY: COMPARING YOUR STATE REGULATIONS FOR CHILD CARE FACILITY ADMINISTRATION POLICIES WITH *CFOC* STANDARDS

Instructions:

- (1) Obtain a copy of your state regulations pertaining to child care facility administration policies. Copies can be assessed from the National Resource Center for Health and Safety in Child Care and Early Education via the Internet at: <http://nrckids.org/STATES/states.htm>
- (2) Check off whether your state regulations for child care facility administration polices compare with the *CFOC* standards.

Notes:

Trainer's Name: _____

Date: _____

**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

| Training Content | | | | | | |
|--|---|---|---|---|---|----|
| Please rate the Trainer on the quality of the following: | 1 | 2 | 3 | 4 | 5 | NA |
| • Introduction and opening | | | | | | |
| • Accuracy of information | | | | | | |
| • Usefulness of information | | | | | | |
| • Clear presentation of training objectives | | | | | | |
| • Fulfillment of training objectives | | | | | | |
| • Organization of training content | | | | | | |
| • Closing | | | | | | |

| Training Techniques: Methods, Media, & Materials | | | | | | |
|--|---|---|---|---|---|----|
| Please rate the effectiveness of the Trainer's use of the following: | 1 | 2 | 3 | 4 | 5 | NA |
| • Flip chart | | | | | | |
| • Handouts | | | | | | |
| • Overhead transparencies | | | | | | |
| • PowerPoint slides | | | | | | |
| • Video | | | | | | |
| • Other (specify): | | | | | | |
| | | | | | | |

| Training Techniques: Activities | | | | | | |
|--|---|---|---|---|---|----|
| Please rate the Trainer's use of training activities on the following characteristics: | 1 | 2 | 3 | 4 | 5 | NA |
| • Clear instructions | | | | | | |
| • Usefulness | | | | | | |
| • Opportunities for interaction among participants | | | | | | |

| Delivery of Content | | | | | | |
|---|---|---|---|---|---|----|
| Please rate the Trainer on the following training dynamics: | 1 | 2 | 3 | 4 | 5 | NA |
| • Enthusiasm | | | | | | |
| • Voice projection | | | | | | |
| • Clarity and professionalism of voice | | | | | | |
| • Word choice | | | | | | |
| • Pace of presentation | | | | | | |
| • Eye contact | | | | | | |

| Facilitation Skills | | | | | | |
|--|----------|----------|----------|----------|----------|-----------|
| Please rate the Trainer on the following skills: | 1 | 2 | 3 | 4 | 5 | NA |
| • Time management | | | | | | |
| • Manner of answering questions | | | | | | |
| • Manner of handling difficult behaviors of participants | | | | | | |
| • Ability to engage all participants | | | | | | |

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.



Policy Development

Participant's Packet