A Guide to Worksite Wellness and Safety in the Child Care Setting

Developed by

NORTHERN KENTUCKY INDEPENDENT DISTRICT HEALTH DEPARTMENT
INTRODUCTION

This guide uses the Centers for Disease Control and Prevention’s Total Worker Health® framework with a focus on the child care setting. It combines assessment, training and education on both the personal safety and health promotion aspects of the child care environment and workforce.

Safety encompasses the activities that protect employees from occupational injury and illness, such as ergonomics and infectious disease prevention. Health promotion encompasses the activities that maintain or improve the personal health of a workforce, ranging from health risk assessments to wellness programs and immunizations.

These two factors, personal health and personal safety, are each essential to a productive worker and to a productive workplace. When effectively combined, they can have an increased impact on overall health and productivity.

Materials in this guide were originally developed in 2015 by the Northern Kentucky Health Department for use in child care centers in a four-county district. It should be a starting point to allow collaboration between public health or early care partners and child care providers with the ultimate goal of improving worksite wellness and safety in child care centers.

*Total Worker Health®: Worksite Wellness and Safety in the Child Care Setting* has been compiled and provided for public use with an acknowledgement or attribution:

EXECUTIVE SUMMARY

Total Worker Health®: Staff Wellness and Safety in the Child Care Setting project focuses on personal health and safety of child care providers in early care environments.

Through the use of a staff wellness and safety pre-assessment tool, goal setting, child care center staff training, technical assistance and post-assessment, sustainable change in staff wellness and safety can be obtained for a productive staff and a productive workplace.

This program focuses on the concept of combining employee safety efforts with wellness efforts in early care environments. Early child care environment professionals are exposed to a wide variety of job-specific health and safety risks including: infectious disease, musculoskeletal injuries, falls, environmental hazards and stress. The health of early child care professionals impacts the quality of care they are able to provide to children. Many health and safety policies in early child care programs protect children and adults; however, some wellness and safety issues specific to adult caregivers are often neglected.

The program utilized an environmental assessment on staff wellness and safety developed by the Northern Kentucky Health Department that combines aspects of the original Nutrition And Physical Activity Self Assessment for Child Care assessments and various staff wellness surveys. The assessment components include wellness, nutrition, physical activity, ergonomics, stress management and preventative measures.

This intervention was designed to enhance staff wellness and safety policies, practices, and environments in the child care setting by:

- Obtaining insight into the director’s perception of staff safety and staff wellness and how he/she views the two within the child care setting.
- Assessing the current staff wellness and safety environment and practices, and determining staff needs and interests through an environmental assessment and staff interest/needs survey.
- Providing staff training and onsite consultation related to staff wellness and safety and education on best practices to improve the wellness and safety environment.
- Offering CDC recommended adult vaccinations including a Tdap booster and annual influenza vaccinations to child care center staff during the staff training event.
- Assisting child care centers with development of staff wellness and safety policies and practices and related environmental characteristics.
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Program Outline

Purpose: To provide public health and child care staff with clear expectations of program

When to use: At beginning of program

PROGRAM DATES: START TO FINISH

This program is unique in that it combines assessment, training and education on both the personal safety and health promotion aspects of the child care environment and workforce.

Safety encompasses the activities that protect employees from occupational injury and illness, such as ergonomics or infectious disease prevention.

Health promotion encompasses the activities that maintain or improve the personal health of a workforce, ranging from health risk assessments to wellness programs and immunizations.

These two factors, personal health and personal safety, are each essential to a productive worker and to a productive workplace. When effectively combined, they can have an increased impact on overall health and productivity.

Through this program, there will be opportunity for staff to receive free staff training clock hours through hands-on activities, as well as earning incentives for the center to further support health and safety efforts.

This program, through training and incentives, helps child care center staff learn safe and healthy skills for themselves, and learn how to be healthy role models for the children they see every day.

PROGRAM COMPONENTS

1. Introductory meeting/interview (DATE)
   a. At this meeting, child care staff and TWH program staff will go over the program in detail. The child care center will also receive their environmental pre-assessment and a staff wellness interest survey. An audio-recorded interview will be conducted to provide insight into the director’s perception of staff safety and staff wellness and how he/she views the two within the child care setting. This interview will take approximately 1 hour to complete.
      i. The director will receive an INCENTIVE for participating.

2. Director will ask the staff to complete the staff wellness interest survey, and the director will complete the environmental pre-assessment within 2 weeks of receiving, and return it to the TWH program staff contact.
   a. The staff interest survey will help determine the needs and interests of individual staff as they pertain to safety and wellness. Results from this survey will help shape future staff training opportunities.
   b. The environmental pre-assessment will look at the child care environment as it relates to staff wellness and safety. Results from this assessment will help directors determine goals to set and provide a way to help evaluate the program.
3. Once the TWH program staff receives and reviews the environmental pre-assessment and staff interest surveys, they will assist the child care center director in determining goals for the program.
   a. **Directors will complete a goal sheet**: Using the report from the interest survey, the director will determine the goals he/she wants to work towards during the program.
   b. **Goals for the program will be individual to each center**: Goals selected are based on staff interest, as well as time commitment of the director/staff. Directors should select realistic and achievable goals, so implementation is not overwhelming or stressful.

4. **Child care center staff training (DATE)** will be held for all participating child care centers. All child care center staff attending will receive five FREE staff training clock hours. Training topics will be partially determined based on feedback from the staff safety/wellness interest survey. In general, training topics will include:
   a. Nutrition
   b. Physical activity
   c. Stress management
   d. Ergonomics and other safety practices
   Other programs/services that might be offered at the staff training include immunization and health screenings. Attendees will also receive additional educational materials on health/safety.

5. **Beyond the child care center staff training, child care center director/staff will continue to work towards the goals they set for the program.** This again is all up to each child care center and what their goals are. While the program length is one year from start to finish, that does not mean for the entire year there has to be wellness/safety programming occurring. The TWH program staff will be available for technical assistance and consultation.

6. **Mid-program incentive.** Child care centers will have the opportunity to earn a mid-program incentive in (DATE). It will be awarded to child care centers that are showing active progress towards their goals. **INCENTIVE** can be used for materials that will assist the center with continuing to work on staff safety and wellness initiatives (i.e. could use to purchase pedometers for a staff step challenge).

7. **An environmental post-assessment will be delivered to the child care center director (DATE).** Upon receipt and review of the post-assessments, the **child care center will receive an additional INCENTIVE** for participating in the program. This incentive should be used towards materials/supplies to help continued effort to support staff safety and wellness initiatives.

8. **Child care centers director will participate in “exit interview” (DATE).** This interview will revisit the questions asked in the introductory interview to see if the director’s perception of staff safety and wellness has changed. This interview will again be recorded.
   a. At this time, the child care center **director will receive an INCENTIVE** for participation in the interview.
SAMPLE Staff Wellness Policy

Purpose: To provide guidance and support related to staff safety and wellness practices

When to use: Ongoing

INTENT STATEMENT

We are committed to the health, safety and well-being of the child care providers in our employ. This Wellness Policy is designed to make healthy nutrition and physical activity choices the easy choices, while being supportive of individual rights to choose.

WORKSITE WELLNESS PROGRAMMING

Our goal for the wellness program is to make a positive difference in the lives of our staff and to help them enjoy happier, healthier lives. We support staff participating in worksite wellness activities. Staff participation in wellness activities is voluntary. We will provide awareness and education by including worksite wellness information in new staff orientation, posting flyers on walls or bulletin boards and sending e-mail correspondence. Components of our wellness program will include:

Environmental wellness: The positive perception of the environment that one works and lives in.
- Finding satisfaction and worth in your work
- Ensuring your work environments and relationships are comfortable
- Being aware of the natural environment you live in
- Recognizing opportunities that lead you to new skills and acting on those opportunities
- Working to ensure the stability and longevity of our natural resources

Emotional wellness: Possession of a secure self identity and a positive sense of self-regard; also the ability to cope with and/or improve unpleasant mood states.
- Keeping a positive attitude
- Being sensitive to your feelings and the feelings of others
- Learning to cope with stress
- Being realistic about your expectations and time
- Taking responsibility for your own behavior
- Dealing with your personal and financial issues realistically
- Viewing challenges as opportunities rather than obstacles
- Functioning independently but knowing when you need to ask for help

Spiritual wellness: A positive perception of meaning and purpose in life.
- Being open to different cultures and religions
- Giving your time to volunteer or participate in community service activities
- Spending time defining personal values and ethics, and making decisions that complement them
- Participating in spiritual activities
• Participating in activities that protect the environment
• Caring about the welfare of others and acting out of that care

Social wellness: A perception of having support available from family, friends, or co-workers in times of need and a perception of being a valued support provider.
• Being comfortable with and liking yourself as a person
• Interacting easily with people of different ages, backgrounds, races, lifestyles
• Contributing time and energy to the community
• Communicating your feelings
• Developing friendships
• Recognizing a need for fun time in your life
• Budgeting and balancing your time to include both responsibilities and relaxation

Intellectual wellness: The perception of being internally energized by an optimal amount of intellectually stimulating activity.
• Learning because you want to, not because you are told to. Doing the work assigned
• Learning through varied experiences, such as reading, writing, sharing and exploration
• Observing what is around you
• Listening
• Finding applications for material learning in the classroom
• Staying current with world affairs/news
• Questioning
• Exposing yourself to new experiences, such as arts, theater

Physical wellness: A perception and expectation of physical health.
• Exercising regularly
• Eating properly
• Getting regular physical check-ups
• Avoiding the use of tobacco or illicit drugs

Source: http://healthandwellness.vanderbilt.edu/work-life/

PROCEDURE/PRACTICE

Nutrition

At least 50 percent of pre-packaged foods and beverages for meetings and/or vending should be healthy options.

Staff is encouraged to consider healthier alternatives when making available food for others at staff potluck lunches, special occasions, staff meetings, etc.

Staff is encouraged to support the use of locally grown fruits and vegetables, such as providing
Environmental accommodations for food preparation and storage, such as sinks, refrigerators and microwave, are made available to support staff in bringing healthy lunches and snacks to work.

**Breastfeeding**

We seek to foster a breastfeeding-friendly environment where breastfeeding is accepted as the preferred method of infant feeding. We shall provide breastfeeding staff with reasonable break time and a private, non-restroom place for employees to express breast milk or breastfeed. Staff shall be provided access to space with an electrical outlet and seating, and nearby access to running water. Staff may use their own cooler packs to store expressed breast milk or may store milk in a designated refrigerator/freezer. (See Breastfeeding Policy [http://www.kentuckycche.org/policies/](http://www.kentuckycche.org/policies/)).

**Professional Development**

Staff will be encouraged to write an annual professional development plan to include two hours or more in health and wellness education. Training topics may include: staff wellness, managing stress, healthy living, etc.

**Physical Activity**

We encourage (but do not require) staff to engage in a regular program of exercise and health improvement, unless existing health related conditions make such a program inadvisable.

Shoes with good shock absorption will help reduce injury.

During pregnancy, staff should take extra caution to prevent back problems, swollen feet, varicose veins and fatigue.

In the course of meetings lasting more than 1 hour, staff are encouraged, but not required, to incorporate short stretch breaks for every 60 minutes of meeting time.

Staff is encouraged to take short walks or engage in other physical activity during their breaks.

Staff is encouraged to participate in work-sponsored physical activity opportunities offered through worksite wellness programs.

**Ergonomics**

Staff shall maintain good posture by:

- Using adult-sized furniture when possible
- Squatting and lifting with the legs to stand
- Sitting with back to the wall for other firm support
- Avoiding sitting or standing for long periods
- Storing items where they are accessible
- Squatting or kneeling instead of bending forward and down from the waist
Staff shall use proper lifting technique by:

- Giving 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
- Squatting down by bending at the knees, not the waist; engaging stomach muscles and keeping the back as straight as possible
- Having a comfortable hold on the child before beginning to lift
- Using the legs to lift slowly and smoothly

Child-sized furnishing and inadequate work surfaces can cause back injuries, therefore we will follow recommendations from *Caring for Our Children National Health and Safety Performance Standards*, which include:

- 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

**Workplace Interventions to Decrease Stress**

In an effort to decrease or eliminate stress in the workplace, whenever possible, we shall have:

- Someone on call so staff members can take a break from direct care
- A pleasant, comfortable space for breaks
- Regularly scheduled exercise breaks for staff
- Regular staff meetings
- Involvement of staff in program decisions
- Volunteers during the busiest times of the day
- A limited number of children for which staff are responsible
- Staff plan activities only for a specific group of children
- Assigned toys and materials to a specific room
- A set arrival and departure times with a fixed schedule
- An assigned volunteer for each room

**Preventative Measures**

We encourage, but do not require, staff to stay up to date on adult vaccinations recommended by the Centers for Disease Control and Prevention, including Tdap booster, annual influenza vaccination and pneumococcal polysaccharide vaccine for staff 65 years and over.

Because employees are at risk for exposure to toxic materials, employees will be trained on any chemicals present in the workplace. Sanitation materials must be labeled and have a Material Safety Data Sheet on file.
Staff will:

- Use cleaning products for their intended purpose and according to manufacturer’s instructions.
- Store products in original containers. Look at the ASTM D-4236 or ACMI label on art materials. These labels certify that the materials can be used without risk to health hazards.
- Use solvents such as turpentine and aerosol fixatives only outside or with good ventilation.
- Review toxicity of all art supplies. Substitute less hazardous products whenever possible.
- Call in experts to assess and eliminate any lead, asbestos, mold or mildew issues in the child care environment.

**APPLICABLE**

This policy applies to all current and new staff.

**COMMUNICATION**

Staff and volunteers will receive a written copy of this policy in their orientation packets before beginning work at the facility. Staff will receive written notification of any updates.
REFERENCES


Kentucky Child Care Health Consultation. http://www.kentuckycchc.org/


Reviewed by: ____________________________ Director/Owner

__________________________ CCHC/Health Professional
(optional)

__________________________ Staff Member

__________________________ Parent

__________________________ Board Member
(optional)

EFFECTIVE DATE/REVIEW DATE

This policy is effective immediately. It will be reviewed yearly by the center director.
Initial Environmental Self Assessment

Purpose: To provide the child care center director and TWH staff with baseline measures of current practices, policies and environments related to staff safety and wellness

When to use: This is the first step of the program once the initial meeting has been conducted between the child care center director and the TWH staff member

Date:_________________________________

Your Name:_________________________________

Child Care Program Name:________________________________________________

Email address:__________________________________________________________

Phone #:___________________________/ Fax #: _____________________________

Results from this survey will be used to plan changes to your center’s environment to make it safer and healthier for children and staff.

Survey topics include: staff access to healthy foods for meals and breaks, current worksite wellness plans, physical activity, ergonomics, workplace stress and preventative measures.

Before you begin:

- Gather staff manuals and other documents that include policies and guidelines about staff wellness and environmental safety

During the assessment:

- Definitions of keywords are marked by asterisks (*).
- Answer each question as best you can. If none of the answer choices seem quite correct, just pick the closest fit. If the question does not apply, go to the next question.

Understanding your results:

- The answer choices in the left-hand column represent the best practice recommendation in this area. To interpret your results, you can compare your responses to these best practice recommendations. This will show your strengths and the areas in which your program can improve.
- “In Progress” means you are currently working on that area.
- “Potential Priority” means you would be interested in working on that area.
**WELLNESS COMPONENT**

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>IN PROGRESS</th>
<th>NO</th>
<th>POTENTIAL PRIORITY</th>
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</thead>
<tbody>
<tr>
<td>1. Do you currently have a staff wellness policy?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>2. If yes (to question 1), does the policy include both staff wellness and staff safety components?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>3. Does the worksite have a comprehensive* worksite wellness plan in place?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>4. Does the worksite offer staff training in health areas such as physical activity, nutrition and tobacco cessation?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>5. Does the worksite policy prohibit tobacco use anywhere on the property?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>6. Are staff encouraged to write their annual professional development plan to include at least two hours in health and wellness education on topics such as staff wellness, managing stress, healthy living, etc.?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<tr>
<td>7. Are vending machines located on the property or within close walking distance and used by staff during working hours?</td>
<td>O</td>
<td>O</td>
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</table>

*Comprehensive: Addresses the purpose, nature, duration, resources required, participants involved and expected results of the program.

Comments:
<table>
<thead>
<tr>
<th><strong>NUTRITION COMPONENT</strong></th>
<th><strong>YES</strong></th>
<th><strong>IN PROGRESS</strong></th>
<th><strong>NO</strong></th>
<th><strong>POTENTIAL PRIORITY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Does the worksite send healthy eating messages to employees (delivered via e-mail, payroll stuffers, bulletin boards, etc.)?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<tr>
<td>9. Are staff encouraged to role model healthy eating behaviors?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>10. Does the worksite encourage staff to consider healthier alternatives when making available food for others at staff potluck lunches, special occasions, staff meetings, trainings and other events?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>11. Are environmental accommodations for food preparation and storage (i.e., sink, refrigerators and microwaves) made available to support staff in bringing healthy lunches and snacks to work?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>12. Does the worksite offer local fruits and vegetables at the worksite (e.g. farmers’ market)?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>13. Does the worksite provide on-site gardening?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>14. Does the worksite provide an appropriate place and breaks for breastfeeding/pumping for staff?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>15. Does the worksite provide lactation education programs for staff?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>16. Are at least 50 percent of pre-packaged food and beverages for meetings and/or vending healthy options?</td>
<td>O</td>
<td>O</td>
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Comments:
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<table>
<thead>
<tr>
<th>PHYSICAL ACTIVITY COMPONENT</th>
<th>YES</th>
<th>IN PROGRESS</th>
<th>NO</th>
<th>POTENTIAL PRIORITY</th>
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<tbody>
<tr>
<td>17. Are staff encouraged (but not required) to participate in a regular program of exercise and health improvement (unless existing health related conditions making such a program inadvisable)?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>18. In a course of meetings lasting more than 1 hour, are staff encouraged (but not required) to incorporate short stretch breaks for every 60 minutes of meeting time?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>19. Are staff encouraged to be active during break time?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>20. Are staff encouraged to take short walks or engage in other physical activity opportunities offered through worksite programs?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>21. Does the worksite map out on-site trails or nearby walking routes?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>22. Does the worksite provide exercise/physical fitness messages and information to staff?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>23. Does the worksite offer incentive-based programs to encourage activity (e.g. pedometer walking campaigns)?</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<tr>
<th>ERGONOMICS COMPONENT *</th>
<th>YES</th>
<th>IN PROGRESS</th>
<th>NO</th>
<th>POTENTIAL PRIORITY</th>
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</thead>
<tbody>
<tr>
<td>24. Are adult-height diaper changing tables used?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>25. Are there small, stable stepladders, stairs or similar equipment to encourage children to climb to the changing table?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<tr>
<td>26. Are adult-size furniture/chairs used that eliminates awkward sitting and working positions?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<tr>
<td>27. Are staff trained to use proper posture techniques by:</td>
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<td></td>
</tr>
<tr>
<td>O Squatting and lifting with legs to stand?</td>
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<tr>
<td>O When sitting on the floor, having their back against the wall for firm support?</td>
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<tr>
<td>O Avoid sitting or standing for a long periods?</td>
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<tr>
<td>O Squatting or kneeling instead of bending forward and down from the waist?</td>
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<tr>
<td>28. Are staff trained to use proper lifting technique by:</td>
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<tr>
<td>O Giving him/herself a firm base of support, with feet shoulder-width apart and one foot next to the child they are lifting and the other slightly back?</td>
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<td></td>
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<tr>
<td>O Squatting down by bending at the knees, not the waist?</td>
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<tr>
<td>O Having a comfortable hold on the child before he/she begins to lift?</td>
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<tr>
<td>O Using his/her legs to lift slowly and smoothly?</td>
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*Ergonomics: Safety measures put in place to prevent injury – i.e. proper lifting techniques when lifting children, adults not sitting in child-size chairs, etc.

Comments:

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## STRESS MANAGEMENT COMPONENT

<table>
<thead>
<tr>
<th>STRESS MANAGEMENT COMPONENT</th>
<th>YES</th>
<th>NO</th>
<th>POTENTIAL PRIORITY</th>
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<tbody>
<tr>
<td>In an effort to decrease or eliminate stress in the workplace, whenever possible, do you have:</td>
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<tr>
<td>29. Someone on call so staff can take a break from direct care?</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>30. A pleasant, comfortable space for breaks?</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>31. Regularly scheduled exercise breaks for staff?</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>32. Regular staff meetings?</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>33. Involvement of staff in program decisions?</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>34. Volunteers during busiest times of the day?</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<td>35. A limit to the number of children for which staff are responsible?</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<td>36. Resources staff can utilize to help cope with their stress? (i.e. list of qualified counselors trained in stress management)</td>
<td>O</td>
<td>O</td>
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<td>O</td>
<td>O</td>
<td>O</td>
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</tbody>
</table>

**Comments:**

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<table>
<thead>
<tr>
<th>PREVENTATIVE MEASURES</th>
<th>YES</th>
<th>NO</th>
<th>POTENTIAL PRIORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>38. Do you encourage (but not require) staff to stay up to date on CDC recommended adult vaccinations, including Tdap booster, annual influenza vaccination and Pneumococcal vaccine (for staff 65 years and over)?</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<tr>
<td>39. Are staff trained on all chemicals present in the workplace?</td>
<td>O</td>
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Comments:

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Based on your assessment answers, what are some areas within staff wellness and safety that you would be interested in focusing on strengthening?

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Post Program Environmental Self-Assessment

Purpose: To re-assess the staff safety and wellness environment to show improvements made during the program

When to use: Upon completion of the program

Date:_________________________________

Your Name:____________________________________________________________

Child Care Program Name:______________________________________________

Email address:___________________________________________________________

Phone #:_________________________/ Fax #: ______________________________

This assessment is identical to the Initial Environmental Self-Assessment. Completion of this assessment will provide a pre-post look at staff wellness and safety practices, policies and environments changed through the course of the program.

Topics include: staff access to healthy foods for meals and breaks, current worksite wellness plans, physical activity, ergonomics, workplace stress, and preventative measures.

Before you begin:
• Gather staff manuals and other documents that include policies and guidelines about staff wellness and environmental safety

During the assessment:
• Definitions of keywords are marked by asterisks (*).
• Answer each question as best you can. If none of the answer choices seem quite correct, just pick the closest fit. If the question does not apply, go to the next question.

Understanding your results:
• The answer choices in the left-hand column represent the best practice recommendation in this area. To interpret your results, you can compare your responses to these best practice recommendations. This will show your strengths and the areas in which your program can improve.
• “In Progress” means you are currently working on that area.
• “Potential Priority” means you would be interested in working on that area.
<table>
<thead>
<tr>
<th>WELLNESS COMPONENT</th>
<th>YES</th>
<th>IN PROGRESS</th>
<th>NO</th>
<th>POTENTIAL PRIORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you currently have a staff wellness policy?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>2. If yes (to question 1), does the policy include both staff wellness and staff safety components?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>3. Does the worksite have a comprehensive* worksite wellness plan in place?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>4. Does the worksite offer staff training in health areas such as physical activity, nutrition and tobacco cessation?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>5. Does the worksite policy prohibit tobacco use anywhere on the property?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>6. Are staff encouraged to write their annual professional development plan to include at least two hours in health and wellness education on topics such as staff wellness, managing stress, healthy living, etc.?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>7. Are vending machines located on the property or within close walking distance and used by staff during working hours?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

*Comprehensive: Addresses the purpose, nature, duration, resources required, participants involved and expected results of the program.

Comments:

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<table>
<thead>
<tr>
<th>NUTRITION COMPONENT</th>
<th>YES</th>
<th>IN PROGRESS</th>
<th>NO</th>
<th>POTENTIAL PRIORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Does the worksite send healthy eating messages to employees (delivered via e-mail, payroll stuffers, bulletin boards, etc.)?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>9. Are staff encouraged to role model healthy eating behaviors?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>10. Does the worksite encourage staff to consider healthier alternatives when making available food for others at staff pot luck lunches, special occasions, staff meetings, trainings and other events?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>11. Are environmental accommodations for food preparation and storage (i.e., sink, refrigerators and microwaves) made available to support staff in bringing healthy lunches and snacks to work?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>12. Does the worksite offer local fruits and vegetables at the worksite (e.g. farmers’ market)?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>13. Does the worksite provide on-site gardening?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>14. Does the worksite provide an appropriate place and breaks for breastfeeding/pumping for staff?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>15. Does the worksite provide lactation education programs for staff?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>16. Are at least 50 percent of pre-packaged food and beverages for meetings and/or vending healthy options?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

Comments:
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<table>
<thead>
<tr>
<th>PHYSICAL ACTIVITY COMPONENT</th>
<th>YES</th>
<th>IN PROGRESS</th>
<th>NO</th>
<th>POTENTIAL PRIORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Are staff encouraged (but not required) to participate in a regular program of exercise and health improvement (unless existing health related conditions making such a program inadvisable)?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>18. In a course of meetings lasting more than 1 hour, are staff encouraged (but not required) to incorporate short stretch breaks for every 60 minutes of meeting time?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>19. Are staff encouraged to be active during break time?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>20. Are staff encouraged to take short walks or engage in other physical activity opportunities offered through worksite programs?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>21. Does the worksite map out on-site trails or nearby walking routes?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>22. Does the worksite provide exercise/physical fitness messages and information to staff?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>23. Does the worksite offer incentive-based programs to encourage activity (e.g. pedometer walking campaigns)?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
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</tbody>
</table>

Comments:
________________________________________________________________________________________
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<table>
<thead>
<tr>
<th>ERGONOMICS COMPONENT *</th>
<th>YES</th>
<th>IN PROGRESS</th>
<th>NO</th>
<th>POTENTIAL PRIORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. Are adult-height diaper changing tables used?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>25. Are there small, stable stepladders, stairs or similar equipment to encourage children to climb to the changing table?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>26. Are adult-size furniture/chairs used that eliminates awkward sitting and working positions?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

27. Are staff trained to use proper posture techniques by:
   - O Squatting and lifting with legs to stand?
   - O When sitting on the floor, having their back against the wall for firm support?
   - O Avoid sitting or standing for a long periods?
   - O Squatting or kneeling instead of bending forward and down from the waist?

28. Are staff trained to use proper lifting technique by:
   - O Giving him/herself a firm base of support, with feet shoulder-width apart and one foot next to the child they are lifting and the other slightly back?
   - O Squatting down by bending at the knees, not the waist?
   - O Having a comfortable hold on the child before he/she begins to lift?
   - O Using his/her legs to lift slowly and smoothly?

*Ergonomics: Safety measures put in place to prevent injury – i.e. proper lifting techniques when lifting children, adults not sitting in child-size chairs, etc.*

Comments:

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<table>
<thead>
<tr>
<th>STRESS MANAGEMENT COMPONENT</th>
<th>YES</th>
<th>NO</th>
<th>POTENTIAL PRIORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>In an effort to decrease or eliminate stress in the workplace, whenever possible, do you have:</td>
<td></td>
<td></td>
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<tr>
<td>29. Someone on call so staff can take a break from direct care?</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>30. A pleasant, comfortable space for breaks?</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>31. Regularly scheduled exercise breaks for staff?</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>32. Regular staff meetings?</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>33. Involvement of staff in program decisions?</td>
<td>O</td>
<td>O</td>
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<td>34. Volunteers during busiest times of the day?</td>
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<table>
<thead>
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**Comments:**

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Over the duration of this program, what do you feel were the most positive/strongest outcomes related to staff wellness and safety?
Staff Safety and Wellness Action Planning Document

Purpose: To assist child care center director in planning and developing program specific goals

When to use: Upon completion of Initial Environmental Self-Assessment and receiving completed staff safety and wellness interest surveys

Facility name: ________________________________________________________

Date: ________________  Target date for evaluation: ______________

Areas for improvement/Specific goals:

<table>
<thead>
<tr>
<th>SELF-ASSESSMENT AREA</th>
<th>GOALS</th>
<th>TARGET DATE FOR COMPLETION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental changes</td>
<td>1.</td>
<td></td>
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<tr>
<td></td>
<td>2.</td>
<td></td>
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<td></td>
<td>3.</td>
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<tr>
<td>Programming</td>
<td>4.</td>
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<td></td>
<td>5.</td>
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<td></td>
<td>6.</td>
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<tr>
<td>Policy</td>
<td>7.</td>
<td></td>
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<td></td>
<td>8.</td>
<td></td>
</tr>
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<td></td>
<td>9.</td>
<td></td>
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<tr>
<td>Additional area</td>
<td>10.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11.</td>
<td></td>
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<tr>
<td></td>
<td>12.</td>
<td></td>
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</tbody>
</table>
**GOAL 1:**

<table>
<thead>
<tr>
<th>ACTIONS TO REACH ABOVE GOAL</th>
<th>PERSONS INVOLVED</th>
<th>TARGET DATE FOR COMPLETION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
GOAL 2:

<table>
<thead>
<tr>
<th>ACTIONS TO REACH ABOVE GOAL</th>
<th>PERSONS INVOLVED</th>
<th>TARGET DATE FOR COMPLETION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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Guide to Worksite Wellness and Safety in the Child Care Center

NORTHERN KENTUCKY HEALTH DEPARTMENT

PAGE 28
Goal 3:

<table>
<thead>
<tr>
<th>ACTIONS TO REACH ABOVE GOAL</th>
<th>PERSONS INVOLVED</th>
<th>TARGET DATE FOR COMPLETION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
Goal 4:

<table>
<thead>
<tr>
<th>ACTIONS TO REACH ABOVE GOAL</th>
<th>PERSONS INVOLVED</th>
<th>TARGET DATE FOR COMPLETION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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Additional notes:

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Employee Wellness Interest Survey

Purpose: To assess child care center staff’s safety and wellness interests to assist the child care center director with development of program goals

When to use: In conjunction with the Initial Environmental Self-Assessment completed by the child care center director

Dear Employee,

Your health is important to us, and we would like to learn more about your interest in participating in worksite wellness programs. Please complete the following Employee Wellness Interest Survey to help us better understand your health and wellness needs. Your participation is voluntary, and all responses are anonymous. Thank you for taking the time to provide us with your feedback!

1. Would you take part in a wellness program if offered to you at work?
   - [ ] Yes
   - [ ] No
   - [ ] Maybe

2. Please rate your interest in the following areas:

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>NOT INTERESTED</th>
<th>ONLY SLIGHTLY INTERESTED</th>
<th>NO OPINION</th>
<th>SOMEWHAT INTERESTED</th>
<th>VERY INTERESTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blood pressure</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Diabetes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Healthy eating/cooking</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Heart health</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Injury prevention</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Men’s health</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical activity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Smoking cessation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Stress management</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Understanding health insurance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
3. Please indicate what screening test(s) or preventative activity you would participate in if offered at your worksite. (Check all that apply.)
- Blood pressure screening
- Flu or Tdap vaccination
- Body fat screening
- Cholesterol screening
- Hearing screening
- Glucose screening
- Mammogram van
- Vision screening
- None. I am not interested in any screenings.

4. How would you like to learn about health and wellness information? (Check up to three answers.)
- Health screenings
- Health counseling or coaching
- Workshops
- Online learning
- Audio visual materials
- Group programs
- Books or other printed materials
- One-on-one counseling
- Educational displays

5. What day of the week would you be most likely to participate in a wellness program? (Check up to two answers.)
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Weekend
6. What time of day would you be most likely to participate in a wellness program? (Check only one answer.)
   - A.M. (before work)
   - P.M. (after work)
   - Lunch time
   - Any time of day

7. How long should a health or wellness activity last? (Check only one answer.)
   - 20 minutes
   - 30 minutes
   - 45 minutes
   - 60 minutes

8. How would you prefer to receive information about wellness events? (Check only one answer.)
   - Printed materials (Flyers, posters, memos)
   - E-mail
   - Workplace meetings
   - Other: ______________________________________

9. What are barriers that might prevent you from participating in wellness activities? (Check all that apply.)
   - Inconvenient time or location
   - Lack of time
   - Privacy concerns
   - Confidentiality concerns
   - My job duties would not allow me to participate
   - Not interested
   - Other: ______________________________________

10. Which of the following categories best describes you? (Check only one answer.)
    - I am not interested in making health-related behavior changes.
    - I have been thinking about making health-related behavior changes.
    - I am planning on making health-related behavior changes within the next 30 days.
    - I have made health-related behavior changes, but I have trouble maintaining those changes.
    - I have an active and healthy lifestyle.

11. I am satisfied with my current state of health.
    - Yes
    - No
12. Do you believe that good nutrition and regular physical activity can lead to better work productivity?
   - Yes
   - No
   - I’m not sure

13. Would you use resources provided at work about health and wellness issues such as books, videos or recipes?
   - Yes, I would use these resources on a regular basis.
   - Yes, I might use these resources occasionally.
   - I probably would not use these resources.
   - No, I would not use these resources at all.

14. I would buy healthy snacks during the day if they were available at work. (Yogurt, fresh fruits, dried fruit, 100% juice, etc.)
   - Yes
   - No

15. I would eat fresh fruit if it was available during staff meetings.
   - Yes
   - No

16. I would take part in physical activities such as stretching or walking if there was a safe place to do it at my worksite.
   - Yes
   - No

17. I would participate in group activities encouraging healthy eating and exercise if offered at my worksite.
   - Yes
   - No

18. Please explain how your worksite could better help you make healthy choices.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

19. Please explain how your worksite could create a more healthy overall environment.

________________________________________________________________________
________________________________________________________________________
20. How can your worksite help employees be more physically active?
________________________________________________________________________
________________________________________________________________________

21. How can your worksite help employees eat healthier?
________________________________________________________________________
________________________________________________________________________

22. How can your worksite help employees reduce their stress levels?
________________________________________________________________________
________________________________________________________________________

23. What would motivate you to take part in worksite health and wellness programs?
________________________________________________________________________
________________________________________________________________________

24. Background Information
   Gender:
   □ Male  □ Female
   Age:
   □ 18-30 □ 31-40 □ 41-50 □ 51+

   Thank you for your participation!
Staff Safety/Wellness TRAINING Survey

Purpose: To assist director and TWH staff to determine specific topics to cover during the staff training

When to use: In conjunction with, or soon after the staff safety/wellness interest survey

Center name__________________________________________________________

1. To help us tailor the upcoming staff training, please select the wellness/safety areas that you are most interested in learning about or participating in. **Please select all that apply.**
   __  Worksite wellness program information
   __  Staff wellness policy development
   __  Nutrition information
   __  Physical activity information
   __  Stress management
   __  Health fair at training to offer:
   __  Blood pressure screening
   __  Free Tdap (tetanus, diphtheria and pertussis) and flu shots
   __  Ergonomics information *(Safety measures put in place to prevent injury – i.e. proper lifting techniques when lifting children, adults not sitting in child-size chairs, etc.)*
   __  Tobacco cessation information
   __  Monthly messages on health and safety

Other topics of interest related to employee health or safety:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

In order to have enough Tdap and flu shots, we need to know if you would like to receive these free vaccines. The Centers for Disease Control and Prevention recommended adult vaccinations include one Tdap booster and annual influenza vaccination. See vaccine information statement for influenza vaccine and Tdap vaccine.

I will get a:  __  Tdap booster shot  __  Annual flu vaccine

**Child Care center staff:** please return this completed survey to your director.

**Child Care center director:** once you have received all surveys from your staff, please return to consultant via fax, e-mail or call for pick-up.
Acknowledgements and Attribution

*Total Worker Health®: Worksite Wellness and Safety in the Child Care Setting* materials were adapted from the following programs, organizations, and with assistance from the individuals listed.

Eat Smart, Move More North Carolina: Nutrition And Physical Activity Self Assessment for Child Care (NAP SACC)

Kentucky Child Care Health Consultation

National Institute for Occupational Safety and Health, Education and Information Division
  Thomas R. Cunningham, Ph.D., Small Business Assistance and Outreach Program Coordinator

Northern Kentucky Health Department
  Marsha Bach, Health Promotion Manager
  Mary Singler, M.Ed., MCHES, ACSM, Health Promotion Manager
  Kelly Schwegman, AFAA, CWPM, Senior Health Educator
  Susan Guthier, RN, BSN, Child Care Health Consultant

St. Elizabeth Healthcare, Business Health
  Mary Lynn Brunemann, RN, BSN


*Total Worker Health®: Worksite Wellness and Safety in the Child Care Setting* has been compiled and provided for public use with an acknowledgement or attribution:

Northern Kentucky Health Department 2015. *Total Worker Health: Worksite Wellness and Safety in the Child Care Setting*. 
References


Lexington-Fayette County Health Department. [http://lexingtonhealthdepartment.org/ProgramsServices/HealthyWorkforce/tabid/220/Default.aspx](http://lexingtonhealthdepartment.org/ProgramsServices/HealthyWorkforce/tabid/220/Default.aspx)


Northern Kentucky Health Department. [http://www.nkyhealth.org/Services/Child-Care-Health-Consultation.aspx](http://www.nkyhealth.org/Services/Child-Care-Health-Consultation.aspx)

Nutrition And Physical Activity Self Assessment for Child Care. [https://gonapsacc.org/](https://gonapsacc.org/)

The National Training Institute for Child Care Health Consultants. Promoting the Health and Safety of Child Care Staff: trainer’s guide: version 1, Chapel Hill )NC): The National Training Institute for Child Care Health Consultants, Department of Maternal and Child Health. The University of North Carolina at Chapel Hill; 2009.

Vanderbilt University – Health and Wellness. [http://healthandwellness.vanderbilt.edu/work-life/](http://healthandwellness.vanderbilt.edu/work-life/)
As a Child Care employee you count on your body to earn you and your family a living. You often will spend 30 to 40 years counting on your body to earn you a living prior to reaching retirement. And once you reach retirement you want to be able to be active and do the things you have looked forward to doing.

That is why it is so important that you take care of your body. You must convince yourself to think in terms of – “in order to take care of children and others, I must take care of myself first”. As you get older you must have a greater understanding that you are not indestructible! You have to help your body be able to perform by maintaining your health. It is up to each individual to take responsibility for their own health, so you are able to be productive at work and can enjoy life to its fullest.

People in all types of jobs may experience musculoskeletal pain. From a simple ache to severe pain and dysfunction can be the result of poor postures and work habits, to specific trauma. This instructional class is designed to educate you on how to avoid and reduce work related problems. The information provided to you will include - anatomy, body mechanics/ergonomics and stretching exercises.

**Anatomy**

To understand how your body works and moves you must know the basic anatomy. The two areas we will focus on are the back / spine and shoulder.

1) **Back / Spine**
   Your spine is composed of 24 bones called vertebrae. The Vertebrae houses and protects your spine. The spinal column is curved to work like a spring. You have 3 natural curves in your spine, the first being at the neck (cervical), second at chest level (thoracic), and the third at the low back level (lumbar).

   Your vertebral column has flexible joints that allow you a full range of motion with your back. Maintaining your flexibility allows you to have pain free movement.

   From each level of your spine are nerve roots that exit thru openings on the right and left of your vertebrae.

   Each level of your spine is attached to the one above and below it by ligaments. Ligaments are strong fibrous bands that connect bone to bone.

   Between each vertebra are discs and they act like shock absorbers or cushions. Each disc is made up of a series of circular, very tough, fibers (annulus) surrounding a soft jelly center (nucleus). The nucleus acts like a small fluid ball between the vertebrae. The vertebrae roll and pivot over the nucleus (like a ball bearing) as the spine bends and moves.
2) **Shoulder**

The shoulder joint is made up of 3 bones – clavicle (collarbone), scapula (shoulder blade) and humerus (upper arm bone)

The shoulder joint is a “ball and socket” joint. The ball is the top portion of the humerus (upper arm bone) and the socket is a dish shaped part of the shoulder blade (scapula) which the ball fits in.

The bones of the shoulder are held in place by muscles, tendons, and ligaments. The musculature of the shoulder is often referred to as the rotator cuff. The rotator cuff is a structure composed of tendons that holds the ball at the top of the humerus in the socket. It also provides mobility and strength to the shoulder joint.

The shoulder joint has the greatest amount of movement of all the joints in the body. Because of the large range of motion and the type of joint it is, it has a greater risk for injury.
Body Mechanics/Ergonomics

Body Mechanics/Ergonomics is the way we move and the positions we perform activities and how well we work in the environment/work space and how well the work environment fits us. While your body is a marvelous machine, it is not indestructible, and the price of injury can be misery.

However, using proper body mechanics can decrease the chance of you getting injured. Most injuries are not the result of a onetime accident, slip, trip, or fall, but are an accumulation effect of the use of poor body mechanics / postures.

When using poor body mechanics, such as bending and twisting at the waist, you put excessive strain on your back, joints and muscles.

Using good body mechanics decreases the stresses on your body and allows you to perform at a higher level at work and during leisure activities.

Body Mechanics Tips

1) Below waist lifting
   Feet should be approximately shoulder width apart, bend at the hips and knees when lifting, keep head up in order to reduce bending at the waist, keep the load close to your body keeping stomach tight (athletic / power position). Get help with heavy loads.
   “Work smarter not harder”

2) Decrease Twisting
   Remember - “Nose and Toes” – wherever your nose points, your toes should be pointing in the same direction, making sure to stay squared up to your work and not bending at the waist.

3) Get Close
   Don’t reach away from body to pick things up. Get as close to the object/load as possible. Remember – move your feet to the work not your hands.

4) Sitting with Good Posture
   When seated, if seat height is adjustable, knees should be at or just below hip level.
   Use proper seating when seated for extended periods of time. Try not to use small chairs.
   If sitting on floor try and sit next to an object or the wall in order to provide your back with some support.

   While seated at a computer make the work station as ergonomically correct as possible. Hips, elbows and knees at “comfortable” open angles. Keep wrist in line with forearms and use light touch on keyboard.
Picking Up from Floor

Squat down to pick up baby, and bring close before standing up. Keep head up to promote good spine angle.

Carrying

Keep baby close and as upright as possible to decrease stress on back.

Holding/feeding

Use pillows/foled towels to help increase comfort during feeding.

In / Out of Car

Stand close and keep back straight as possible. Bend knees and step into car to decrease reaching away from body as much as possible to put baby in or take baby out of car seat.

In / Out of Tub

Squat or kneel down close to edge of tub to lower child into tub or to lift out.

LIFTING - 10
Deep Squat

Squat and keep head up to promote good spine angle. Tighten stomach muscles without holding breath.

Use smooth movements avoid jerking.
Wiping / Cleaning low level tables

Position yourself as close as possible to reach work surface. Avoid straining your back. If comfortable for you, kneel down on one knee.

RULES OF STRETCHING

1) ALWAYS STRETCH GENTLY, MOVING SLOWLY INTO AND OUT OF POSITIONS

2) STRETCH THE BODY PART OR AREA TO THE POINT OF TENSION - NOT PAIN - STRETCHING SHOULD NEVER BE PAINFUL!

3) *** REMEMBER ***
TAKE YOUR TIME AND DO NOT RUSH, RELAX YOUR BREATHING WHILE STRETCHING

Shoulder Extension

Extend arms straight behind with slight squeezing of shoulder blades together.

Repeat 5-10 times per set.

Neck Stretches

Slowly roll head in a full circle clockwise and then counter clockwise.
Repeat 5-10 times each direction.

Shoulder Roll

Roll shoulders in full circles 10 times in each direction.

Lower Back Stretch

Place hands on low back and lean backward slightly while lifting chest. Hold 3-5 seconds. Relax and return to starting position.

Repeat 3-5 times.
Promoting the Health and Safety of Child Care Staff
- Your name
- Your agency
- Date of training
Introductions

- Take a “key concept” card.
- Find the person with the card that corresponds to your “key concept.”
- Learn that person’s name and one interesting fact about them.
- Share this information with the group.
Training Objectives

- Explain occupational hazards in child care.
- Describe measures to prevent and manage occupational hazards.
- Assist programs in implementing health and safety policies.
- Identify opportunities to promote staff health.
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 does not receive more attention?
- Generally, what is the age and health status of child care staff in the US today?
Health and Safety Risks for Child Care Staff

- Infectious disease
- Musculoskeletal injuries
- Falls
- Environmental hazards
- Stress
Infectious Disease

- Children in out-of-home care have a higher incidence of infectious diseases.
- Child care staff also acquire infectious diseases at a higher rate than other adults. Why?
  - Higher incidence of disease in young children
  - Children’s greater propensity for transmitting disease
Some diseases are more serious when acquired by adults. Others have severe consequences for staff with compromised immune systems or who are pregnant.
Sources of Risk

- Child Factors
  - Immature immune systems
  - Physiological immaturity
  - Developmentally appropriate behaviors
Sources of Risk

- **Group Care Factors**
  - Children in close contact
  - Number of unrelated children in care
  - Age group mixing
  - Children/staff with mild illnesses
Patterns of Disease Manifestation

- Child has no symptoms, but adult has a more severe response (*Hepatitis A*).
- Staff has no symptoms, but child has a more severe response (*H. influenza type B*).
- Mild or asymptomatic response in both children and staff, but serious implications for fetal development in pregnant staff (*CMV*).
Preventive Measures

- Immunizations
  - 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
  - Tuberculosis screening prior to initial employment
Preventive Measures

- Disease Management Practices
  - Establish 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.
Preventive Measures (continued)

- **Disease Management Practices**
  - Have a *written* exposure prevention plan.
  - Have pregnant staff consult with their health care provider for advice about immunizations and other measures to promote a healthy pregnancy.
Musculoskeletal Injuries

Musculoskeletal risk factors for child care staff:

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

Prevent musculoskeletal injuries by:

- Educating about proper body mechanics
- Educating about proper lifting and carrying
- Providing furniture and fixtures at adult heights
- Promoting regular exercise
- Encouraging maintenance of proper body weight
- Requiring use of proper footwear
Maintaining Good Posture

- Use adult-sized furniture when possible.
- Squat and lift with the legs to stand.
- Sit with back to a wall or other firm support.
- Avoid sitting or standing for long periods.
- Store items where they are accessible.
- 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.
Proper Lifting Technique (continued)

- 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.
- CFOC Standards recommend:
  - 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 promotes 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.
Falls

- Second most commonly reported injury for child care staff (21% of all injuries)
- Caused by work surface (including floor and stair) clutter, such as tripping on toys or equipment
- Back most often injured, followed by joint injuries
Exposure to Toxic Materials

- Cleaning Products
  - Employees must be trained on any chemicals present in the workplace.
  - Sanitation materials must be labeled and have an MSDS on file.
  - Use cleaning products for their intended purpose and according to manufacturer’s instructions.
  - Store products in original containers.
Exposure to Toxic Materials

- Art Materials
  - Look for the ASTM D-4236 or ACMI label. These labels certify that the materials can be used without risk of health hazards.
  - Solvents such as turpentine or aerosol fixatives should only be used outside or with good ventilation.
  - Review toxicity of all art supplies. 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.
Activity: Case Scenario

- Divide into two groups. Select a group leader and a recorder/reporter for each group.
- Read the case scenario on the handout and discuss the questions at the bottom of the page.
- After five minutes, we will come together to share ideas.
Stress

- Documented Sources of Stress
  - High staff/child ratio
  - High number of hours working directly with children
  - Not enough break time
  - Lack of program structure
  - Infrequent staff meetings
  - Lack of social support
  - Need to control children’s behavior
  - Negative interaction with co-workers
Workplace Interventions to Decrease Stress

- Limit the # of children for which staff are responsible.
- Have staff plan activities only for a specific group of children.
- Assign toys and materials to a specific room.
- Set arrival and departure times to a fixed schedule.
- Assign volunteers to one room.
Workplace Interventions to Decrease Stress (proposed)

- Written job descriptions and personnel policies
- Regular staff meetings
- Involvement of staff in program decisions
- Volunteers during the busiest times of the day
Workplace Interventions to Decrease Stress (proposed)

- Someone on call so staff members can take a break from direct care
- A pleasant, comfortable space for breaks
- Regularly scheduled exercise breaks for staff
Managing Stress

- Prioritize
- Assert oneself
- Use appropriate resources
- Maximize job satisfaction
- Sustain oneself
- Get support
- Laugh
- Exercise
Stress Management Assessment

- Find the *Stress Management Assessment* handout.
- Take five minutes to complete the questions.
Establishing a Staff Nutrition Program

1. Assess present nutritional intake.
2. Set medium and long range goals.
3. Decide on food control practices to achieve goals.
4. Set weekly goals.
5. Set daily goals.
Physical Activity

- Experts recommend 30 minutes of moderate intensity activity 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 is good for promoting health!
Incorporating Physical Activity Into the Workplace

- 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.
Benefits of Physical Activity

- Reduces risk factors for cardiovascular disease, type 2 diabetes, and certain cancers
- Helps to lower high blood pressure and cholesterol
- Prevents or slows osteoporosis
- Reduces obesity
Promotes a sense of well-being and improves appearance
Reduces stress while improving the ability to cope with stress
Improves posture and muscle toning
Reduces injuries
Action Plan

- What can you do to promote the health and safety of child care staff that you work with
  - right now,
  - in the next month, and
  - in the next year?
Training Objectives

- Explain occupational hazards in child care.
- Describe measures to prevent and manage occupational hazards.
- Assist programs in implementing health and safety policies.
- Identify opportunities to promote staff health.
Evaluation

- Please take 5 minutes to complete the evaluation.
- Thank you!
Promoting the Health and Safety of Child Care Staff
Trainer’s Guide
NCAEYC version
October 2, 2009
(Last updated 9/9/2009)

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Suggested Citation

The National Training Institute for Child Care Health Consultants.

Supported in part by grant U46MC00003 from the Maternal and Child Health Bureau, Health Resources and Services Administration, US Department of Health and Human Services.
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://blackboard.unc.edu).
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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 (NCAEYC Version)
- Promoting the Health and Safety of Child Care Staff Slide Presentation (NCAEYC Version)
- 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”.
  - Print the Slide Presentation as a handout.
- If you’ll be presenting to less than 20 people, write out the Overview of Training Session on a flip chart sheet to display in the training room (you may prefer to leave off the estimated time and training technique).
- If you’ll be presenting to less than 20 people, 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.
- 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 (if using)
- Flip chart sheet for posting the Training Objectives (if using)
- Flip chart pages for small group activity
- Markers for flip chart pages for small group activity
- Prizes or candy for activities
- 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>Optional²</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.

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## TRAINER’S OUTLINE

### Introductions/Icebreaker: Health and Safety Bingo

<table>
<thead>
<tr>
<th>Time</th>
<th>Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Technique</td>
<td>large group</td>
</tr>
</tbody>
</table>
| Supplies | • One “Health and Safety Bingo” card for each participant  
• One pencil or pen for each participant  
• Small prize pertaining to health and safety for each winner (for example, a piece of fruit) |
| Instructions | • Slide 1 (placeholder slide not printed here) should be displayed as participants enter the training room.  
• Show slide 2 (placeholder slide not printed here) as you introduce yourself.  
• Show slide 3. Direct the participants to find the BINGO sheet in their participant’s packet.  
• Have participants introduce themselves to each other and find someone who fits each square of the BINGO sheet.  
• To win, the participant must have a complete row of names across, down, or diagonally. Winner calls out “BINGO.”  
• Consider asking the winner to tell the group who in the room fit the boxes in the winning row. If the game goes quickly, you may want to allow the group to continue until two or three trainees have won BINGO. |

### Talking Points

Let’s start by stretching our legs and getting to know one another. Please stand up with your BINGO sheet. As you move through the room, introduce yourself to other people and try to find someone who fits the description in one of the BINGO squares. When you find a match, fill in the person’s name on the blank space. When you get 5 in a row, call out “BINGO.”

### For More Information

See NTI’s Building Curriculum Development and Training Skills Training Module for ideas about introductions and icebreaker activities.

### Notes

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## Overview of Training Session and Objectives

<table>
<thead>
<tr>
<th>Time</th>
<th>5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Technique</td>
<td>Slides/overheads</td>
</tr>
<tr>
<td>Supplies</td>
<td></td>
</tr>
</tbody>
</table>
| Instructions | • Show slides 4 and 5.  
  • Review the Overview of Training Session on slide 4.  
  • Review the Training Objectives on slide 5. |

### 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. I designed the material and the activities that we’ll be doing today around three main training objectives. By the end of today’s training session, I’d like you to be able to:
  - Identify occupational hazards in child care
  - Understand what you can do to prevent and manage occupational hazards
  - Advocate and promote the health and safety of child care staff

### For More Information

See NTI’s *Building Curriculum Development and Training Skills* Training Module to learn more about training objectives.
**Opening: Why focus on staff health?**

<table>
<thead>
<tr>
<th>Time</th>
<th>5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td>Large group</td>
</tr>
<tr>
<td>Technique</td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td></td>
</tr>
</tbody>
</table>
| Instructions | • Show slide 6.  
  • Lead a brief discussion to find out who is in the room. Ask the participant’s to stand if they are:  
    1. Child care providers  
    2. Child care directors  
    3. Child Care Health Consultants  
    4. Parents  
    5. Others?  
  • Then ask participants to stand to show how long they have been working in the field of child care. Ask them to stand if they have been working less than one year, less than two years, less than five years, less than 10 years, less than 15, and so on.  
  • Lead a brief discussion addressing the three questions on the slide. Try to get input from as many people as possible. |
| Talking Points | • 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 providers 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 NTT’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>Supplies</td>
<td>Instructions</td>
</tr>
<tr>
<td>• Show slides 7 – 14.</td>
<td></td>
</tr>
</tbody>
</table>

**Talking Points**

<table>
<thead>
<tr>
<th>Health and Safety Risks for Child Care Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Compared to workers in other occupations, child care workers are more susceptible to health and safety risks such as</td>
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</table>

**Infectious Disease**

<table>
<thead>
<tr>
<th>Infectious Disease</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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 providers is due to the higher incidence of disease in young children and to children’s greater propensity for transmitting diseases.</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
</tbody>
</table>
Sources of Risk

- **Child Factors** - Some of the factors that increase the risk of child care staff contracting infectious disease are 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 child care 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 (This occurs with *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 (This is the case with 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.

- 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.
<table>
<thead>
<tr>
<th>Preventive Measures (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disease Management Practices</strong></td>
</tr>
<tr>
<td>- Have a written exposure prevention plan to explain how to handle bloodborne pathogens in the center.</td>
</tr>
<tr>
<td>- Have pregnant staff consult with their health care providers for advice about immunizations and other measures to promote a healthy pregnancy.</td>
</tr>
</tbody>
</table>

**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 – 19.

**Talking Points**

**Musculoskeletal Injuries**
Let’s look at another occupational hazard for child care staff, 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

There are some things you can do to prevent musculoskeletal injuries.
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.
  - Squat or kneel to get down to child level 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.
- CFOC (Caring for Our Children) standards recommend:
  - 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 20 – 23.

**Talking Points**

Let’s look at other occupational hazards for child care workers.

**Falls**

- Falls are the second most commonly reported injury for child care workers, accounting for 21% of all injuries.
- Falls are most often caused by work surface (including floor and stair) clutter, such as tripping on toys or equipment.
- The back is the body part most often injured, followed by joint injuries (wrist, elbow, shoulder, ankle, knee, and hip).
Exposure to Toxic Materials

- **Cleaning Products** – Child care staff are exposed to disinfectants and sanitizers throughout most of the day. The sanitation solution recommended includes chlorine bleach diluted with water. 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.

- Child care staff must be informed about the chemicals they are exposed to at work and trained on their handling, usage, storage, and transportation. Any sanitation materials must be labeled and have a Material Safety Data Sheet (MSDS) on file.

- Cleaning products must only be used for their intended purpose and according the manufacturer’s instructions.

- Cleaning products should be stored in their original containers.

Exposure to Toxic Materials

- **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.

- All arts and crafts materials used in child care settings should have either the ASTM D-4236 or ACMI label. 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>
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</table>
| **Training Technique** | • Case scenario  
• Small groups |
| **Supplies**   | • Handout: Health and Safety Risks for Child Care Staff Case Scenario (one handout for each participant) |
| **Instructions** | • Show slide 24.  
• Divide the participants into small groups of 3-5. You could “count off” by counting up to 5 all the way around the room, hand out small multi colored items (like paper clips or Hershey’s kisses) and divide by color, or ask participants to form their own groups working with people they don’t know.  
• 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/reporter from each group to share his/her small group’s responses. Summarize the discussion. |

### Talking Points

**Activity: Case Scenario**

- Please find the Child Care Staff Health Case Scenario in your Participant’s Packet. Let’s divide into small groups for this activity. Work with your group to read the case scenario and answer the questions. After 5 minutes we will come back together to share ideas.
- 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

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Presentation: Health and Safety Risks for Child Care Staff - Stress

<table>
<thead>
<tr>
<th>Time</th>
<th>10 minutes</th>
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<tbody>
<tr>
<td>Training Technique</td>
<td>Large group, slides/overheads</td>
</tr>
<tr>
<td>Supplies</td>
<td></td>
</tr>
<tr>
<td>Instructions</td>
<td>• Show slides 25 – 30.</td>
</tr>
<tr>
<td>Talking Points</td>
<td>Stress</td>
</tr>
</tbody>
</table>
|               | • 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 provider that is experiencing a lot of stress may not be able to respond to children in a nurturing and supportive manner.

[Trainer: Consider asking participants to share their ideas about factors that create stress for child care staff now. If there are fewer than 20 people in attendance, you may decide to write these on a flip chart sheet at the front of the room.]

Sources of Stress
• 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 and 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 center (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). You can:

- Prioritize: Identify tasks that are most important and take care of those first.
- Set limits: Don’t take on others’ problems.
- Assert yourself: 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 yourself: Make your own well-being a high priority during the work day.
- 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 make you feel good.

Depression

- New research shows that people who work in personal care and services -- such as child care workers -- are more likely to report feeling depressed. Depression is common and treatable. The first steps are recognizing the signs and seeking help. People with major depression may experience five or more of the following depression symptoms for at least two weeks:
  - Persistent sadness, pessimism
  - Feelings of guilt, worthlessness, helplessness, or hopelessness
  - Loss of interest or pleasure in usual activities, including sex
  - Difficulty concentrating and complaints of poor memory
  - Worsening of coexisting chronic disease, such as rheumatoid arthritis or diabetes
  - Insomnia or oversleeping
  - Weight gain or loss
  - Fatigue, lack of energy
  - Anxiety, agitation, irritability
  - Thoughts of suicide or death
  - Slow speech; slow movements
  - Headache, stomachache, and digestive problems
If you think you might be depressed, consider seeking help. Share your feelings with your primary care provider.

<table>
<thead>
<tr>
<th>Notes</th>
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<tbody>
<tr>
<td>For More Information</td>
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Activity: Stress Management Assessment

<table>
<thead>
<tr>
<th>Time</th>
<th>5 minutes</th>
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<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 31.  
• Ask participants to find the *Stress Management Assessment* handout in their Participant’s Packets.  
• Inform participants that they have five minutes to complete the assessment on their own. |
| Talking Points | • 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.  
• How did you feel about your *Stress Management Assessment* results? Were they what you expected they would be?  
• If you are feeling more stress than is comfortable for you, there are some things you can do to reduce your stress level. The next handout in your Participant’s Packet includes a list of things that you can do to reduce stress. |

(Trainer: If you have time, consider asking participants to share what they already do to reduce stress.)

For More Information

Notes
Promoting the Health and Safety of Child Care Staff Trainer’s Guide, 10/2/2009.

Presentation: Promoting Staff Health Through Nutrition and Physical Activity

<table>
<thead>
<tr>
<th>Time</th>
<th>10 minutes</th>
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<tbody>
<tr>
<td>Training Technique</td>
<td>Slides/overheads</td>
</tr>
<tr>
<td>Supplies</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 make healthy decisions, child care staff need information 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 Nutrition Program**

- There are five steps to achieving optimal nutritional health. They are:

  **Step 1: Assess Present Nutritional Intake**
  Begin by assessing what you are doing well and where change is needed. You can compare your diet with recommendations for good nutrition and physical activity by using tools such as the USDA MyPyramid, available online at [http://www.mypyramid.gov/](http://www.mypyramid.gov/).

  **Step 2: Set Medium and Long Range Goals**
  If weight loss is a goal, you might determine your current and goal body mass index (BMI). There are online tools to help with this, such as this link from the CDC – [www.cdc.gov/healthyweight/assessing/bmi](http://www.cdc.gov/healthyweight/assessing/bmi). If better nutrition is a goal, you can use the interactive tools at [www.mypyramid.gov](http://www.mypyramid.gov) or at [www.cdc.gov/nutrition](http://www.cdc.gov/nutrition) to identify ways to make more nutritious food choices.

  **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. Select the food control practices that will best serve your individual needs.

**Step 4: Set Weekly Goals:** Set weekly goals that 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
What do you do?
[Trainer: Ask for examples of ways that the participants have incorporated physical activity into their own lives or in child care facilities with which they have worked.]

Benefits of Physical Activity
- 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).

For More Information
See NTI’s Nutrition and Physical Activity in the Child Care Setting Module.

Notes
## Learning Assessment – “Ticket Out”

<table>
<thead>
<tr>
<th>Time</th>
<th>10 minutes</th>
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</thead>
<tbody>
<tr>
<td><strong>Training Technique</strong></td>
<td>Individual, large group</td>
</tr>
</tbody>
</table>
| **Supplies** | • A sticky note for each participant  
               • A flip chart sheet |
| **Instructions** | • Show slide 38.  
                    • Ask all participants to take one sticky note.  
                    • Inform the group that they must create their own “ticket out” to get out the door.  
                    • Ask each participant to write on the sticky note one new thing they learned in this session about promoting the health and safety of child care staff they work with.  
                    • Give each participant a few minutes to finish writing, then bring the group back together to share their ideas. If you have time, ask participants to share what they wrote with the group.  
                    • Ask participants to leave their sticky note on the flip chart sheet by the door on the way out. |
| **Talking Points** | • Please take a sticky note. Take a minute to write down one new thing you learned in this session about promoting the health and safety of child care staff you work with.  
                           • What ideas did you have for implementing one good practice for child care staff?  
                           • Before you leave today, please place your sticky note on the flip chart sheet on the wall next to the door. This is your “ticket out” and I won’t let you leave without it! |

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## Closing

<table>
<thead>
<tr>
<th>Time</th>
<th>5 minutes</th>
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<tbody>
<tr>
<td><strong>Training Technique</strong></td>
<td>Large group</td>
</tr>
<tr>
<td><strong>Supplies</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **Instructions** | • Show slide 39.  
• Review Training Objectives to make sure all have been addressed during the training. Ask if anyone has questions about the information presented.  
• Summarize the session and encourage participants to continue their work to improve the health and safety of child care staff. |
| **Talking Points** | • 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 that you and the child care programs you work with can make to help staff stay healthy and safe.  
• Thank you for your attention today. I hope you enjoy the rest of the conference! |

**For More Information**

**Notes**
APPENDIX A - MATERIALS FOR PARTICIPANT'S PACKET

Activities
The handouts and worksheets for the activities included in this Toolkit are printed on the following pages. 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.

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: Health and Safety BINGO

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<tbody>
<tr>
<td><strong>Has a favorite “go-to” healthy snack</strong></td>
<td><strong>Has exercised 30 minutes or more in the past 24 hours</strong></td>
<td><strong>Has a way to deal with stress that works for him or her</strong></td>
<td><strong>Has run or walked in a 5K</strong></td>
<td><strong>Makes a point to take breaks throughout the day while at work</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Sings “Happy Birthday” or the “ABCs” when washing their hands</strong></td>
<td><strong>Tries to stay home and away from others when they are sick</strong></td>
<td><strong>Knows the proper way to lift heavy objects (i.e. bend knees and squat)</strong></td>
<td><strong>Always wears comfortable, shock-absorbing shoes at work</strong></td>
<td><strong>Tries to laugh every day</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Knows that they are up-to-date on their immunizations</strong></td>
<td><strong>Has someone to talk to about job stress</strong></td>
<td><strong>Tries to choose non-toxic cleaning supplies for home and work</strong></td>
<td><strong>Can name at least 5 times during the day at which hands should be washed</strong></td>
<td><strong>Has a strong social network</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Has a regular stretching program that keeps them limber</strong></td>
<td><strong>Does something fun at least once a week</strong></td>
<td><strong>Wakes up feeling reasonably rested at least 5 days each week</strong></td>
<td><strong>Does not smoke</strong></td>
<td><strong>Has a quiet place to relax on a regular basis</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Has had a wellness check-up in the last year</strong></td>
<td><strong>Eats at least 5 fruits and vegetables most days</strong></td>
<td><strong>Has been told that they have “good posture”</strong></td>
<td><strong>Works in a facility with a pleasant, quiet break room</strong></td>
<td><strong>Does something fun at least once a week</strong></td>
<td></td>
</tr>
</tbody>
</table>
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 center 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.

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 center 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.

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, diapering, 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.)
Tips for Stress Reduction

Deep Breathing
Deep breathing is a great stress reducer to do while waiting in lines or sitting in traffic. Place your hand just below your belly button to make sure your belly is rising as you breathe in. Breathe in slowly. Pause for a count of three. Breathe out and silently say any word that feels right for you, such as “calm” or “peace”. Pause for a count of three. Continue to breathe deeply for one minute.

Physical Activity
Exercise helps burn off the negative energy of stress by decreasing “stress hormones” and increasing your body’s “feel-good” chemicals, giving your mood a natural boost. Dance or exercise to your favorite music. Take a walk, jog, ride a bike, go hiking, jump rope, or build a snowman. Save time and gas looking for a parking spot by parking further away from the store. Use the stairs, take an exercise class, keep an exercise log and gradually increase your activity level.

Eat Right
Maintain a balanced diet that contains a variety of nutrients: protein, carbohydrates, fat, minerals, vitamins, and water. Fruits and vegetables are easy to eat on-the-go, are a natural source of energy, and give the body many nutrients you need to keep going. Eat healthy snacks and try not to skip meals. Remember that moderation, not deprivation, is the key to maintaining a healthy weight.

Just Say No
Because of guilt, concern for what others might think of us, or a real desire to engage in a particular activity, we have a hard time saying no. If you overload yourself, you may feel overburdened. If your schedule is already booked, say “No, my schedule is booked right now, but if anything changes, I will get back to you.” Remember it is easier to change a “no” to a “yes” than to go back and change a “yes” to a “no”.

Budget
Plan your budget. Decide what you can afford and stick to it. Look for special deals or coupons. Leave your checkbook, extra cash, and credit cards at home when not needed. Pay bills on time to avoid interest charges. Avoid paying for extended warranties on major purchases. Shop around for cheapest rates on gas, telephone services, prescription drugs, and clothing items. Review your budget periodically to make sure it is still appropriate.

Realistic Expectations
Realize that in any situation, whether family, finances, career, etc. there are good and bad, positive and negative elements. Recognize that life is always unfinished and imperfect. It is unrealistic to believe you will always finish everything needing to be done without something else popping up to be done. Remember every road has bumps and turns, especially the road of life.

Stay in the Moment
Try to be mindful of each and every moment of your life. Experience “the getting there” not only “the having gotten there.” Experience life more fully by concentrating on all of your senses and appreciate how things smell, look, feel, sound, and taste. Remind yourself daily that no matter how many things you have acquired, unless they have improved your mind, body or spirit, they are relatively worthless.
Loneliness
Social support is vital to your health and can even help you live longer. Seek community, religious, or social services for support and companionship. Consider volunteering at a hospital, community group, or religious function. Getting involved and helping others can lift your spirits and broaden your social circle. Create a weekly game night, potluck dinner night, movie night, or walking club with your family, friends, neighbors, or co-workers.

Relax
Try a long soak in a lavender-scented bath to soothe frazzled nerves. Tie 2 or 3 tablespoons of dried lavender buds or flowers in a double thickness of cheesecloth. Hook it over the bathtub spigot, allowing the water to pour through the lavender as the tube fills. Try meditation, imagery, progressive relaxation, deep breathing, yoga, massage, aromatherapy, or Tai Chi.

Avoid Illness
Fight the spread of germs by washing your hands with soap and warm water after you come in from shopping, visiting family or friends, riding public transportation, or doing anything where you handle things a lot of people touch.

Seek Support
Ask your family, friends, neighbors, co-workers, etc. to help with simple tasks. Even Superman and woman cannot have a career, look after the kids, and maintain a regular household routine all be themselves.

Laugh it Up
Laughter truly is the best medicine. When you laugh, it does not just lighten your load mentally, it actually induces physical changes in your body, beginning with your face. Read jokes or watch funny movies. Finding the humor in things lowers blood pressure and can boost the immune system.

Reference and Resource:
ACTIVITY: Action Plan

Instructions: Fill in the table below.

What can you do to promote the health and safety of child care staff…

<table>
<thead>
<tr>
<th>Right away?</th>
<th>In the next month?</th>
<th>In the next year?</th>
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Promoting the Health and Safety of Child Care Staff

Participant’s Packet

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