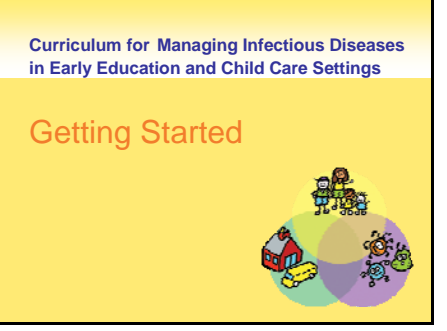
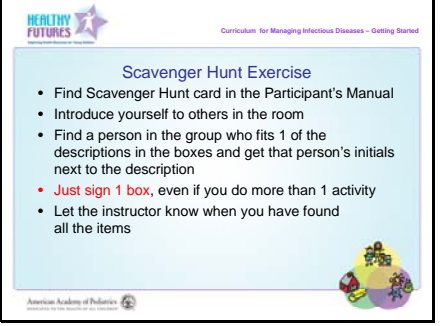
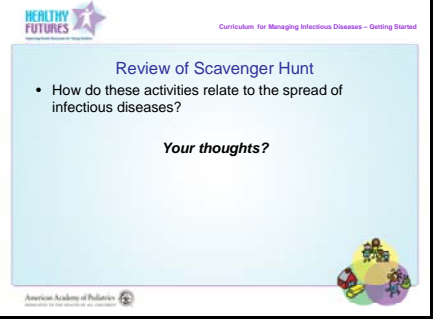
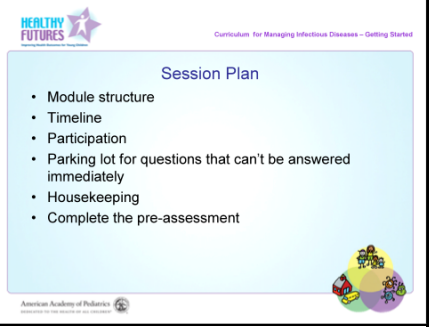
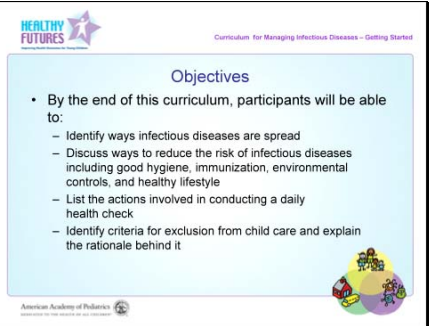



Curriculum for Managing Infectious Diseases in Early Education and Child Care Settings

GETTING STARTED



<p>#1</p>	<p>Welcome and Introductions</p> <ul style="list-style-type: none"> • Instructor should introduce her- or himself and then call on the participants to raise their hands according to their role in child care (teacher/caregiver, director, supervisor, child care health consultant, any other). • Ask participants by raising hands if they previously have had some education about infectious diseases in child care. This will allow the instructor to have a better idea of the knowledge level of the group. 	 <p>Curriculum for Managing Infectious Diseases in Early Education and Child Care Settings</p> <p>Getting Started</p>
<p>#2</p>	<p>Participant Exercise</p> <ul style="list-style-type: none"> • Give token prizes (eg, pencils, stickers, brochures, etc) to everyone who completes the scavenger hunt. • Instruct participants to take the pre-assessment under Getting Started of the Participant's Manual while others finish the scavenger hunt and collect their prizes. • Wait for all participants to complete the pre-assessment and hand it in before reviewing the scavenger hunt exercise in the next slide. <p>Manual Materials</p> <ul style="list-style-type: none"> • Scavenger Hunt • Pre-assessment <p>(1 minute)</p>	 <p>HEALTHY FUTURES Curriculum for Managing Infectious Diseases - Getting Started</p> <p>Scavenger Hunt Exercise</p> <ul style="list-style-type: none"> • Find Scavenger Hunt card in the Participant's Manual • Introduce yourself to others in the room • Find a person in the group who fits 1 of the descriptions in the boxes and get that person's initials next to the description • Just sign 1 box, even if you do more than 1 activity • Let the instructor know when you have found all the items <p>American Academy of Pediatrics Division for Early Childhood</p>
<p>#3</p>	<p>Lecture</p> <ul style="list-style-type: none"> • Review a few of the topics listed in the scavenger hunt boxes to reinforce why they are relevant to today's talk. • Each item is an important factor in the spread of infectious diseases or in preventing the spread. • Examples: <ul style="list-style-type: none"> – Cares for infants: Infants have immature immune systems and are more vulnerable to some infections. – Prepares food: Foodborne illness is a common way to spread infection. Items such as eggs, meat, and dairy products need to be handled carefully to ensure they are safe to eat. – Checks vaccine records: Immunization is a mainstay of defense in the battle against infectious diseases for both children and caretakers/teachers. – Cleans up after meals: Saliva can contain infectious organisms that spread disease. Eating utensils need to be cleaned well. – Changes diapers: Stool carries lots of germs and using proper technique when changing diapers can prevent outbreaks of certain diseases. – Performs daily health check: The daily health check is a way to evaluate children each day as they come into the program to determine how they are doing. – Stays home when sick: Exclude ill people from the group when science shows that it matters to reduce the spread of bad germs. – Up to date on vaccines: Child care policies should require that children and adults are up to date with vaccines, including the annual flu vaccine, and that child care staff check for up-to-date status at enrollment and hiring, as well as track vaccines that children will need during the year. – Washes hands after helping with toileting: Hands should be washed after diapering and toileting when hands are likely to touch body fluids, even if gloves are worn. Gloves reduce the contact with germs, but all gloves allow some germs through. • All of these topics will be discussed in this presentation. <p>(5 minutes)</p>	 <p>HEALTHY FUTURES Curriculum for Managing Infectious Diseases - Getting Started</p> <p>Review of Scavenger Hunt</p> <ul style="list-style-type: none"> • How do these activities relate to the spread of infectious diseases? <p>Your thoughts?</p> <p>American Academy of Pediatrics Division for Early Childhood</p>

<p>#4</p>	<p>Lecture</p> <ul style="list-style-type: none"> • Module structure: There will be 3 modules: <ul style="list-style-type: none"> – Understanding Infectious Diseases – Preventing Infectious Diseases – Recognizing and Managing Infectious Diseases – We will try to break between modules. • Timeline: The proposed time to cover the material allows all the content on the slides to be mentioned. The instructor's notes offer a variety of detail. Instructors should select from the notes the details that match the sophistication, interests and time available to conduct the course for each group they teach. The times suggested for individual slides or activities are the minimum times required to present the material. When time and the interest of the group warrants, plan to spend more time on them. <ul style="list-style-type: none"> – Getting Started: 8 minutes – Module 1: 38 minutes – Module 2: 64 minutes – Module 3: 81 minutes – Wrap Up: 28 minutes • Participation: This curriculum is designed to be interactive, with lots of opportunity for discussion and activities. Everyone is expected to participate. • Parking lot: We will try to stay on time, so there will be a "parking lot" for questions that cannot be answered immediately. <ul style="list-style-type: none"> – Instructor: Make sure you have a flip chart dedicated to parking lot questions. • Housekeeping: Location of restrooms, break times, name tags, etc. • Pre-assessment: Please complete and submit the pre-assessment under Getting Started in the Participant's Manual. <p>Manual Materials</p> <ul style="list-style-type: none"> • Pre-assessment <p>(<1 minute)</p>	 <p>The slide titled "Session Plan" lists the following items: Module structure, Timeline, Participation, Parking lot for questions that can't be answered immediately, Housekeeping, and Complete the pre-assessment. It includes the Healthy Futures logo and the American Academy of Pediatrics logo.</p>
<p>#5</p>	<p>(<1 minute)</p>	 <p>The slide titled "Objectives" lists the following points: By the end of this curriculum, participants will be able to: Identify ways infectious diseases are spread; Discuss ways to reduce the risk of infectious diseases including good hygiene, immunization, environmental controls, and healthy lifestyle; List the actions involved in conducting a daily health check; Identify criteria for exclusion from child care and explain the rationale behind it. It includes the Healthy Futures logo and the American Academy of Pediatrics logo.</p>
<p>#6</p>	<ul style="list-style-type: none"> • <i>Caring for Our Children</i>¹ (CFOC) is a joint publication of the American Academy of Pediatrics (AAP), the American Public Health Association, and the National Resource Center for Health and Safety in Child Care and Early Education. • CFOC was developed by bringing together leaders in the field of child care to review the literature and develop standards that are based on research, knowledge, and experience. Each standard is supported with references and a rationale. Many groups of people in the fields of child care, health, and public health contribute to the review of the standards. • The second edition is quoted in this curriculum, but the third edition is in progress and should be published in 2011. Substitute new wording when the third edition is available. • An online version of CFOC can be viewed at the National Resource Center for Health and Safety in Child Care and Early Education Web site (http://nrckids.org/CFOC/index.html) or print copies can be obtained through the AAP, the American Public Health Association, the National Association for the Education of Young Children, or from Redleaf Press. • State standards and regulations are developed by the state regulatory agency. State standards may apply to graduated recognition systems or may be used as a regulatory tool. Regulations are the minimum performance required to operate legally. They must be followed even if they are not up to date. Performance may exceed the threshold set by regulation. The process for developing standards and regulations varies from state to state. There is no requirement for states to base 	 <p>The slide titled "Best Practices and Regulations" lists the following points: Best practices are developed from research and expert opinion; Caring for Our Children; State standards and regulations (may differ from national recommendations); You must follow state regulation to maintain licensure in your state; Best practice often exceeds state regulations. It includes the Healthy Futures logo, the American Academy of Pediatrics logo, and a small image of the CFOC book cover. A note at the bottom states: "Today we will be discussing best practices. Not all of these practices will be required by regulation in this state."</p>

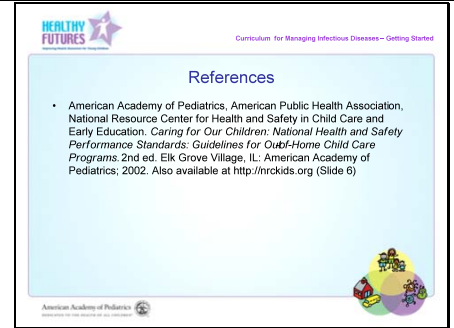
their standards and regulations on evidence supported by research.

Reference

1. American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs*. 2nd ed. Elk Grove Village, IL: American Academy of Pediatrics; 2002. Also available at <http://nrckids.org>

(<1 minute)

#7



Getting Started

References

- American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs*. 2nd ed. Elk Grove Village, IL: American Academy of Pediatrics; 2002. Also available at <http://nrckids.org> (Slide 6)



Scavenger Hunt

- Introduce yourself to others in the room.
- Find a person in the group who fits 1 of the descriptions and get that person's initials next to the description.
- Each person should just sign 1 box, even if she does more than 1 activity.
- Let the instructor know when you have found all the items .

Cares for infants	Prepares food	Checks vaccine records
Cleans up after meals	Changes diapers	Performs daily health check
Stays home when sick	Up-to-date on vaccines	Washes hands after helping with toileting



Name

State

Date

Caregiver/teacher

Health Professional

Other _____

Curriculum for Managing Infectious Diseases in Early Education and Child Care Settings Pre-assessment

Instructions: Circle the letter of the choice that best complements the statement or answers the question

MODULE 1: Understanding Infectious Diseases

1. **Viruses should be treated with antibiotics.**
 - a. True
 - b. False

2. **Children who attend child care are less likely to have antibiotic resistant ear infections and have tubes placed.**
 - a. True
 - b. False

3. **Children who attend child care are more resistant to infections after their first year of attendance.**
 - a. True
 - b. False

4. **The most important surface to clean to avoid spread of disease is our hands.**
 - a. True
 - b. False

5. **Children's immune systems:**
 - a. Get stronger as they are exposed to infectious diseases
 - b. Get weaker when they are exposed to infectious diseases
 - c. Are not affected by infectious diseases

MODULE 2: Preventing Infectious Diseases

6. **Mixing children from different groups together when staffing is short in the morning and late afternoon spreads infection from group to group.**
 - a. True
 - b. False

7. **Which of the following is the best answer for how to reduce the number of germs in child care settings?**
 - a. Circulate fresh outdoor air, use right-size flushing toilets, wash hands, and clean and sanitize surfaces that have been in contact with body fluids
 - b. Clean and sanitize eating and diaper/underwear changing surfaces before and after each use, wash hands with antibacterial soap, and use germ-killing aerosol sprays to remove odors
 - c. Wear disposable gloves to change diapers; serve and prepare food and clean up blood; and teach everyone to cover their mouths with their hands when they sneeze or cough
 - d. Quickly remove children who seem sick from the facility and do not allow them to return until they have a note from a health care professional that says they are well

MODULE 3: Recognizing and Managing Infectious Diseases

8. **Children should be excluded (sent home) from child care if they (Choose all the answers that apply):**
 - a. Have a fever
 - b. Cannot participate in activities
 - c. Require more care than can be provided in child care
 - d. Have a condition that the health department says requires exclusion
 - e. Have any diarrhea

9. **The goal of exclusion is to:**
 - a. Provide a setting where the child can recover more easily
 - b. Prevent other children from getting fever
 - c. Keep certain specific diseases from spreading through the child care site
 - d. A and C
 - e. None of the above

- 10. The daily health check is performed:**
- When the parent is transferring care of the child to the care of facility staff
 - When the child leaves the facility to go on a field trip or has a new caregiver
 - When the caregiver notices that a child has symptoms of illness
 - A and C
- 11. A note from a child's health care professional to return to child care after an illness is not necessary for children who act and feel well.**
- True
 - False
- 12. To care for an ill child, caregivers should (Choose all answers that apply):**
- Adapt activities to the activity level of the ill child
 - Provide extra attention to the ill child
 - Inform parents of new symptoms by phone and use the symptom record to document the child's status
 - Isolate the ill child in the director's office
- 13. Before the child actually starts receiving care in the program, child care staff should discuss the following with parents:**
- The program's policy on caring for ill children
 - Parent's alternative care plans for child illness
 - Who makes the final decision about whether an ill child can be in child care
 - All of the above

Curriculum for Managing Infectious Diseases in Early Education and Child Care Settings Pre-assessment and Answer Key

Instructions: If select modules are to be presented, participants should only fill out the questions related to those modules. Have participants circle the letter of the choice that best answers the question.

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 - a. True
 - b. False**

2. **Children who attend child care are less likely to have antibiotic resistant ear infections and have tubes placed.**
 - a. True
 - b. False**

3. **Children who attend child care are more resistant to infections after their first year of attendance.**
 - a. True**
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4. **The most important surface to clean to avoid spread of disease is our hands.**
 - a. True**
 - b. False

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6. **Mixing children from different groups together when staffing is short in the morning and late afternoon spreads infection from group to group.**
- a. **True**
 - b. False
7. **Which of the following is the best answer for how to reduce the number of germs in child care settings?**
- a. **Circulate fresh outdoor air, use right-size flushing toilets, wash hands, and clean and sanitize surfaces that have been in contact with body fluids**
 - b. Clean and sanitize eating and diaper/underwear changing surfaces before and after each use, wash hands with antibacterial soap, and use germ-killing aerosol sprays to remove odors
 - c. Wear disposable gloves to change diapers; serve and prepare food and clean up blood; and teach everyone to cover their mouths with their hands when they sneeze or cough
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 - c. Keep certain specific diseases from spreading through the child care site
 - d. **A and C**
 - e. None of the above

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 - d. A and C**
- 11. A note from a child's health care professional to return to child care after an illness is not necessary for children who act and feel well.**
- a. True**
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