
INSTRUCTOR'S GUIDE

Introduction



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This *Instructor's Guide* is a supplement for trainers of the California Training Institute's curriculum for Child Care Health Advocates.

INTRODUCTION TO THE INSTRUCTOR'S GUIDE TO A CURRICULUM FOR CHILD CARE HEALTH ADVOCATES

Background on the Instructor's Guide

The *Instructor's Guide to A Curriculum for Child Care Health Advocates* is designed to enable trainers to effectively and efficiently implement the *Curriculum* developed by the California Training Institute. The *Instructor's Guide to the Curriculum* is comprised of this *Introduction* and 18 individual *Instructor's Guides* that accompany the 18 topics, or modules, in the *Curriculum*. Each of the 18 *Instructor's Guides* is designed to stand alone or to be used with the other *Instructor's Guides*.

The *Instructor's Guide* to each module provides trainers with a structured lesson plan for that module, including suggested activities, handouts and discussion questions. Each *Instructor's Guide* can accommodate changes and additional material, and contains optional activities for those who have additional time available for training. For trainers who are using the *Curriculum* in a training for the first time or who may need additional guidance, each *Instructor's Guide* suggests specific phrases or questions for the trainer that convey the intention of the activity and that lead the trainer in specific directions. Each *Instructor's Guide* uses Adult Learning Theory—that is, it draws upon the experience of the participants and strives to provide a structure that engages participants in learning. With an effective learning experience, participants can develop the skills and master the knowledge they need to perform the role of the CCHA.

The *Instructor's Guide to the Curriculum* is intended for those training early care and education (ECE) professionals to become Child Care Health Advocates (CCHAs). Trainers may be Child Care Health Consultants (CCHCs), CCHAs, nurses or other professionals promoting health, safety and quality in the ECE setting. CCHCs are health professionals, usually nurses, who consult with ECE programs on health and safety issues.

Background on the Training Participants

The participants in the training should have already met, or are currently meeting, state training guidelines for health and safety in an ECE program (State of California, 2002). It is also recommended that participants meet the requirements defined by AAP et al. (2002). Ideally, the CCHA is an early childhood teacher with a permit who has a strong interest in health promotion and who is trained in the core topics described by AAP et al. (2002). People who are seeking to become CCHAs should learn to assess and prioritize health and safety needs; develop plans and monitor compliance; and honestly and openly communicate with families, coworkers and administrators.

Background on A Curriculum for Child Care Health Advocates

The content of the *Curriculum* follows the current child care licensing regulations in California (State of California, 2002) and the National standards (AAP et al., 2002). The *Curriculum* teaches CCHAs about their role; specific content areas related to health, safety and quality; policy development and implementation; and the process of working with CCHCs, resource and referral agencies, and local health departments. The *Curriculum* is designed to help CCHAs improve their abilities in the areas of teaching, communication, collaboration and making referrals.

As mentioned earlier, an *Instructor's Guide* has been developed for each of the 18 modules in the *Curriculum*. These modules are:

- *The Role of the Child Care Health Advocate*
- *Quality in Early Care and Education*
- *Preventive Health Care for Children in a Medical Home* (including health insurance)
- *Cultural Competence and Health*
- *Communication and Problem Solving*
- *Training and Health Education*
- *Community and Family Resources*
- *Preventing and Managing Illness in ECE Programs* (including asthma and vaccine-preventable diseases)
- *Staff Health*
- *Injury Prevention*
- *Child Abuse Prevention, Identification and Reporting*
- *Oral Health*
- *Nutrition and Physical Activity* (including obesity prevention)
- *Social and Emotional Development of Children*
- *Children with Disabilities and Other Special Needs*
- *Environmental Health*
- *Emergency Preparedness*
- *School Readiness and Health*

CREATING A PRODUCTIVE LEARNING ENVIRONMENT

In order for adults to learn, they need to be comfortable, free from distraction and know that what they are about to learn is relevant to them. It is the responsibility of the trainer to create and provide a learning environment that is comfortable, both physically and emotionally, and to let the learners know how they will use this training. Trainers should provide breaks for those accustomed to breaks at a certain time, while still adhering to the planned timeframe of the training. Participants should feel comfortable using the restroom and taking stretches as necessary. It is important to convey to the participants that the challenges of their work as ECE professionals are well understood and that their comfort is important. In addition to having a physically comfortable learning environment and to knowing the material is relevant to them, participants need to know that they have a “place in the group”—that their comments will be welcomed, respected and held in confidence.

Adult Learning Theory and Parallel Process

Adult Learning Theory tells us that adults learn best when they have input, when they can draw upon their experiences and when they can interact with the material. For this reason, lecture plays only a small role in the proposed training outlines. Lecture is used to convey essential information and to serve as a foundation for the activities that follow. Indeed, the time constraints are such that it is difficult to imagine a complete training without some lecture. However, when making choices about what to include, keep in mind that the most important learning will occur during the activities.

During the training, it is important to model a consultative, collaborative process for CCHAs. As advocates, they will be providing information and education, collaborating and problem solving. For CCHAs to truly be effective in their work with colleagues, families and professionals in the community, they will need to form relationships and partnerships. Thus, rather than telling others what to do and what they do not know, CCHAs will need the insight and skills to refrain from this approach. Their own experiences in receiving education can serve as a model: trainers of CCHAs who listen respectfully, respond to participants’ identified needs and ideas, and engage the learners without simply telling them what to do will model the collaborative and relationship-building skills that CCHAs will need to develop. Conversely, trainers who mainly lecture or see themselves as the experts, and the participants as ignorant, will model an approach that is antithetical to a collaborative one. The potential consequence of this latter approach is that the ECE provider will return to his or her setting and tell others what to do or think, thus not building the trust and collaboration necessary for successful program improvement. In summary, the approach of telling people what to do, rather than inviting their ideas and facilitating their learning, is less effective in promoting behavioral change.

For these reasons, slides are not included in the *Instructor’s Guide to the Curriculum*, although trainers may choose to add them. Slides tend to dampen interaction and engagement with the material and render the learner passive. However, if slides are being used, please consider using them in such a way that asks questions and engages participants, rather than giving information or answers. Slides are most effective when they draw upon the participants’ experiences or show important illustrations of concepts. Slides with a large amount of text tend to be less effective.

USING THE INSTRUCTOR'S GUIDE

The greatest preparation for using the *Instructor's Guide* to each module is to know the module itself. It is recommended that trainers take the time to familiarize themselves with all of the content in the module being taught and, ideally, of the *Curriculum* as a whole. Once the content is understood, trainers will be able to understand the meaning and structure of the *Instructor's Guide* to the module, the intent of the instructions and how to implement the training effectively. Once comfortable with the material in a module, trainers can begin to review the *Instructor's Guide* for that module, choose which activities to include and decide what else is needed for preparation. It is recommended that trainers closely review any content they are not familiar with and imagine conducting the activities in order to anticipate issues that may arise.

Terminology in the Instructor's Guide

Following is a brief explanation of the terminology used in the *Instructor's Guide*:

- *Early care and education (ECE)*: In the *Curriculum* and in the *Instructor's Guide*, the term *early care and education (ECE)* is used to refer to all child care arrangements for children from birth to age 5, including family child care homes, child care centers, preschools, nursery schools and day care programs. This term matches the National Association for the Education of Young Children's (NAEYC) style sheet. The terms *ECE professional* and *ECE staff* refer to all teachers, aides, assistant teachers and nonteaching staff who work with children in ECE programs.
- *Refer to page x*: When there is specific content in the module that the trainer needs to address or elicit from participants, the *Instructor's Guide* will state where that content can be located in the module.
- *Debrief*: After an activity, it is important to ask participants what they thought of the activity and what issues came up. This is an important time to clarify key concepts, answer questions, summarize the discussion and, if possible, make transitions to the next section.
- *Ask participants*: This phrase is used in two ways—to ask an initial question that orients participants to the current topic or idea or to begin a group discussion.

Features of the Instructor's Guide

The *Instructor's Guide* to each module includes:

- **Learning Objectives**: These specify what participants can expect to learn from the training. The role of the trainer is to make sure participants are able to achieve these milestones by the end of the training.
- **Primary Messages**: These are the key ideas that need to be conveyed by the trainer. Some are explicitly written into the *Instructor's Guide* and others can be stated during the training where the trainer feels they are most relevant. These messages are more specific than the learning objectives and enable the trainer to meet the learning objectives.
- **Materials and Equipment Needed**: This list contains materials that the trainer will need for that specific lesson plan. The trainer may add to this list if necessary. This section also lists the handouts from the module, as well as the handouts (appendices) from the *Instructor's Guide* to each module. A list of all appendices in the *Instructor's Guide* to the *Curriculum* is included at the end of this *Introduction*.

- **A Structured Lesson Plan in Outline Form:** This lesson plan includes the key points for the trainer to mention, references to where in the module the trainer will find the material, instructions for implementing the lesson plan, a timetable and learning activities. The trainer may sometimes need to adjust the lesson plan—for example, by modifying the activities or the times allotted for them—but the primary messages and key concepts in each activity should be covered in order to meet the learning objectives. Each lesson plan consists of several subjects, each comprised of two or more topics. Topics are taught by a variety of methods and activities, so that each lesson plan consists of diverse methodology to maximize interest and participant engagement.
- **An Activity for Experienced CCHAs:** Trainings may include participants already serving as CCHAs, as well as individuals hoping to serve in this capacity. The inclusion of an activity for experienced CCHAs gives experienced CCHAs a unique opportunity to learn from each other and to share their experience with less experienced participants.
- **An Optional Activity to Familiarize Participants with the Module:** This activity enables participants to become familiar with the module during the training itself. The goal is to guarantee that participants have reviewed the *Curriculum* during the training, so that they are familiar with a great resource when they walk out the door.

Methods Used in the Instructor’s Guide

In the *Instructor’s Guide* to each module, the following methods are used, either independently or together with another method:

- **Questioning:** In this method, the trainer quickly asks a series of questions that enable the trainer to assess the knowledge and experience of the participants. These questions are also designed to pique the interest of the participants. Questions are suggested in the *Instructor’s Guide*, but the trainer may add his or her own questions to serve the same dual purpose of assessment and engagement.
- **Lecture:** This method is used when there are key concepts or facts that participants must have in order to understand the material that follows. The trainer lays a foundation when lecturing. During the lecture, however, the trainer can engage the participants by asking rhetorical questions or asking participants to think for a moment before continuing with the lecture.
- **Large Group Discussion:** In this method, the trainer leads the whole group in a discussion on the topic.
- **Large Group Activity:** This method is used when it is important for each participant to receive the same information, when lecture material needs to be broken up and when there is a limited amount of time available.
- **Small Group Activity:** This method gives participants more time to offer input and to work on the material. When time is limited, many small group activities can be done in the large group instead.
- **Handout Review:** During the training, participants are often asked to review handouts that are central to the topic being discussed.
- **Brainstorm:** During a brainstorm, participants are asked to think of ideas without censoring them—the goal is to generate multiple and creative ideas. After the brainstorm, participants can begin to evaluate the suitability of the ideas.
- **Individual Activity:** This method enables participants to evaluate or assess their own skills.
- **Reflection:** This method is used primarily to help participants engage with the material and review their own actions, feelings and experiences. Reflections are useful for breaking up stretches of lecture.

- **Brief Closing Activity:** This activity is designed for workshops that are independent and not part of a larger training. Thus, the last activity in the outline is also the last activity of the day. If this is not the case, and the training will be followed by subsequent trainings, then a closing activity is not necessary.

In Every Training

It is recommended that the trainer do the following for every training:

- **Preparation:** Prepare the learning environment by ensuring that seats, flip charts, materials, equipment and refreshments are all ready upon the arrival of the participants.
- **Opening:** Introduce yourself and the participants, and review the agenda. Find out what participants hope to learn. Give information about breaks, lunch and logistics, such as the location of the bathroom and how you will handle questions. Establish ground rules, expectations and timeframes.
- **Inclusion of Primary Messages:** These messages are located at the beginning of each *Instructor's Guide* and can be incorporated into the lesson plan where the trainer feels most comfortable. Trainers will need to plan in advance regarding where they want to include them.
- **References to the National Standards:** When covering specific content, reference *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs, Second Edition*. Participants may be unfamiliar with the standards and best practices recommended in this resource.
- **References to the *Health and Safety Notes* and *Fact Sheets for Families*:** Although each *Instructor's Guide* will instruct the trainer to refer to a specific handout as part of the lesson plan, not all handouts are used in the lesson plan. However, they are a tremendous resource, and participants should be encouraged to use them.
- **Questions and Answers:** End each section with an opportunity for questions. It is fine to not know the answers to some questions. When this occurs, make an arrangement for getting back to the participant with the desired information once you have obtained it.
- **Transitions between Topics:** Summarize key points just covered before moving on to the next topic. Introduce the next topic by stating what you hope participants will gain from this upcoming topic.
- **Training Techniques:** For specific training techniques, refer to the California Childcare Health Program (CCHP) publication, *Tools for Effective Training in the Child Care Field: A Handbook for Trainers of Child Care Providers*.
- **Summary and Closure:** Whether it is the last training of the day or one training out of many, each module requires a separate summary and closure. Provide a final opportunity for questions. An effective training closes with strength—summarize the key points, hear from participants about what they will use and tie up loose ends.

SUMMARY

The *Instructor's Guide to A Curriculum for Child Care Health Advocates* is designed to provide a structure for the trainer of the *Curriculum*. The trainer is encouraged to use it as is, to expand upon it or to alter it to best serve the unique needs of the learners. With experience, training CCHAs will be satisfying and successful and will enable CCHAs to enhance health and safety in ECE settings.

LIST OF APPENDICES IN THE INSTRUCTOR'S GUIDE

Module Title	Appendix Title
<i>The Role of the Child Care Health Advocate</i>	1A: Case Scenarios for the Child Care Health Advocate 1B: Working with the Child Care Health Consultant 1C: Using The Role of the Child Care Health Advocate Module
<i>Quality in Early Care and Education</i>	2A: CCHP Health and Safety Policies Checklist: Revised (handed out separately) 2B: Three Commonly Occurring Routines in ECE Programs 2C: Using the Quality in Early Care and Education Module
<i>Preventive Health Care for Children in a Medical Home</i>	3A: Using the Preventive Health Care for Children in a Medical Home Module
<i>Cultural Competence and Health</i>	4A: Using the Cultural Competence and Health Module
<i>Communication and Problem Solving</i>	5A: Communication and Problem-Solving Case Scenarios 5B: Using the Communication and Problem Solving Module
<i>Training and Health Education</i>	6A: Using the Training and Health Education Module
<i>Community and Family Resources</i>	7A: Using the Community and Family Resources Module
<i>Preventing and Managing Illness in ECE Programs</i>	8A: Hand Washing Song 8B: Windows for Immunizations (available in English and Spanish) (handed out separately) 8C: California School Immunization Record (available in English and Spanish) (handed out separately) 8D: Using the Preventing and Managing Illness in ECE Programs Module
<i>Staff Health</i>	9A: Using the Staff Health Module
<i>Injury Prevention</i>	10A: Using the Injury Prevention Module
<i>Child Abuse Prevention, Identification and Reporting</i>	11A: Using the Child Abuse Prevention, Identification and Reporting Module
<i>Oral Health</i>	12A: Health & Safety in the Child Care Setting: Promoting Children's Oral Health: A Curriculum for Health Professionals and Child Care Providers (handed out separately) 12B: Oral Health Self-Assessment for ECE Programs 12C: Using the Oral Health Module
<i>Nutrition and Physical Activity</i>	13A: Using the Nutrition and Physical Activity Module
<i>Social and Emotional Development of Children</i>	14A: Using the Social and Emotional Development of Children Module
<i>Children with Disabilities and Other Special Needs</i>	15A: Identification and Referral 15B: Using the Children with Disabilities and Other Special Needs Module
<i>Environmental Health</i>	16A: Sample Charts on Environmental Toxins in the ECE Setting 16B: Using the Environmental Health Module
<i>Emergency Preparedness</i>	17A: Using the Emergency Preparedness Module
<i>School Readiness and Health</i>	18A: School Readiness Case Scenarios 18B: Using the School Readiness and Health Module

REFERENCES

The complete references for sources mentioned in the *Instructor's Guide* to each module can be found in the module itself.