
INSTRUCTOR'S GUIDE

Injury Prevention



First Edition, 2006



California Childcare Health Program
Administered by the University of California, San Francisco School of Nursing,
Department of Family Health Care Nursing
(510) 839-1195 • (800) 333-3212 Healthline
www.ucsfchildcarehealth.org



Funded by First 5 California with additional support from the California Department of Education Child Development Division and Federal Maternal and Child Health Bureau.

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

INTRODUCTION TO THE INJURY PREVENTION MODULE

This *Instructor's Guide* provides trainers with an outline for the teaching of the *Injury Prevention* module. Participants will learn about hazards in the early care and education (ECE) setting, the causes of injuries and how to prevent them. This *Instructor's Guide* provides an outline for the trainer to instruct Child Care Health Advocates (CCHAs) on what CCHAs should know and do in order to perform one of their main functions—to increase safety by preventing injury.

Learning Objectives:

1. To describe common injuries to children in ECE programs.
2. To identify when and where injuries commonly occur.
3. To identify three ways a CCHA can assist ECE programs in meeting their injury prevention needs.
4. To identify primary injury prevention resources to assist and support ECE providers and families.

Primary Messages:

1. There are injury risk factors unique to ECE programs that can be corrected to reduce injury.
2. To prevent injuries, CCHAs and ECE providers must understand and anticipate their causes.
3. Falls are a leading cause of unintentional injury to children in ECE programs.
4. More children are injured with infant walkers than with any other product, and infant walkers are banned by Community Care Licensing regulations in California.
5. Children who are between 2 and 5 years old have the highest injury rates.
6. The playground is the major site of injury and accounts for over 50% of all injuries.
7. Injuries to children are most common in the late morning and late afternoon, possibly because children are tired or hungry, or because staff are busy preparing for transitions.
8. Sudden Infant Death Syndrome (SIDS) is the leading cause of death for infants between the ages of 1 month and 1 year old (American Academy of Pediatrics [AAP], 2000).
9. Young children in their first 3 years of life are at greater risk of choking, suffocation and other means of having their airways blocked than older children. Car accidents are the leading cause of death and disability among children in the United States (National SAFE KIDS Campaign [NSKC], 2004).
10. Fires, drowning and firearms are also leading causes of death in children.
11. CCHAs can assist programs in reducing childhood injuries through the development of policies, practices, observation and training.

Materials and Equipment Needed:

1. Copy of module: *Injury Prevention*
2. Copy of *Instructor's Guide: Injury Prevention*
3. Flip chart/whiteboard and markers, or chalkboard and chalk
4. Masking tape for posting flip chart paper
5. TV and VCR player
6. Video *Safe Active Play* (can be ordered from the National Association for the Education of Young Children [NAEYC] Web site: http://sales.naeyc.org/Itemdetail.aspx?Stock_No=819&Category=)
7. LCD projector or overhead projector
8. Computer for PowerPoint slides
9. CDs of slides or transparencies
10. Handouts
 - a. Handouts in the *Injury Prevention* module
 - i. Handouts from California Childcare Health Program (CCHP), Oakland, CA

Handout Title	Page Number in Module
<i>Fact Sheets for Families: Beware of Poisonous Houseplants</i>	23
<i>Fact Sheets for Families: Do Not Use Ipecac</i>	24
<i>Health and Safety Notes: Reporting Injuries</i>	25
<i>OUCH Report</i>	27
<i>Risk of Injury and Stages of Development</i>	29
<i>Safe Playground Habits poster</i>	34

- ii. Handouts from other sources

Handout Title	Page Number in Module
<i>A Child Care Provider's Guide to Safe Sleep</i>	35
<i>A Parents' Guide to Safe Sleep</i>	37
<i>First 5 California: Lead Poison Tips</i>	39
<i>First 5 California: Safety Tips</i>	41

- b. Handouts in the *Instructor's Guide*

Appendix Title	Appendix Number
<i>Using the Injury Prevention Module</i>	10A

SUGGESTED TRAINING OUTLINE

Outline	Method	Time (Minutes)
I. Introduction to the Injury Prevention Module	—	15
A. Assessment of Group Knowledge	Questioning	5
B. Introduction/Rationale to Injury Prevention	Lecture	5
C. The Role of the CCHA in Injury Prevention	Lecture	5
II. Causes and Prevention of Injuries	—	40–80
A. Causes and Prevention of Injuries	Lecture and Small Group Activity	25
B. Playground Safety	Handout Review	5
<i>C. Optional: Video on Playground Safety</i>	<i>Video and Discussion</i>	<i>30</i>
<i>D. Optional: SIDS Prevention</i>	<i>Large Group Activity</i>	<i>10</i>
E. Reporting Injuries	Large Group Discussion	5
F. Resources for Injury Prevention	Large Group Discussion	5
III. Summary and Closure	—	10–20
<i>A. Optional: Using the Injury Prevention Module</i>	<i>Small Group Activity</i>	<i>10</i>
B. Next Steps for the CCHA	Large Group Discussion	5
C. Summary and Closure	Brief Closing Activity	5

Total time: 65–115 minutes

OUTLINE AND INSTRUCTIONS

Injury Prevention

I. Introduction to the Injury Prevention Module

A. **Topic:** Assessment of Group Knowledge

Method: Questioning

Instructions:

1. Ask participants several of the following questions, choosing questions most appropriate for your participants. Ask them to raise their hand if they:
 - Have seen injuries in their ECE program.
 - Routinely inspect their playground equipment.
 - Have the number for poison control posted near their telephone.
 - Put infants on their backs to sleep.
2. Direct participants to refer to *Activity 1: Safety Statistics* on page 12 of the module. Ask them to fill out the handout. When everyone is done, ask the questions aloud and ask participants to volunteer their answers. The trainer should refer to the curriculum in advance for the answers (pages 2 to 3 in module).

B. **Topic:** Introduction/Rationale to Injury Prevention

Method: Lecture

Instructions:

1. Give the following information to participants:
 - a. Each year in the United States, emergency departments treat more than 200,000 children ages 14 and younger for playground-related injuries (Tinsworth & McDonald, 2001). The leading reason for emergency room visits for young children is unintentional injuries, with playground-related injuries being the largest single cause. The major causes of serious injury and death in ECE programs are from falling, getting tangled in clothing, getting the head trapped in equipment openings and experiencing an impact with equipment (U.S. Consumer Product Safety Commission [CPSC], 1999). However, children in ECE programs have many more minor injuries, and only 1% of these injuries are severe or need medical attention (Alkon, Genevro, Kaiser, Tschann, Chesney & Boyce, 1999).
 - b. ECE providers are responsible for the safety and well-being of the children in their care.
 - c. ECE providers are required by Community Care Licensing to have 15 hours of health and safety training (State of California, 2002).
 - d. Many injuries can be prevented if ECE staff understand how injuries happen and work to make the environment safer.
2. State that because there are so many preventable childhood injuries, the CCHA can have a significant impact in reducing injury in their ECE program.

C. **Topic:** The Role of the CCHA in Injury Prevention

Method: Lecture

Instructions:

1. State that injuries occur in ECE programs because of a combination of factors, including the child's age and physical and emotional development. By understanding the causes of injuries, CCHAs can put injury prevention programs into place to reduce or eliminate injuries.
2. Ask participants what the steps are to *injury prevention*. Then give this definition:
 - a. Understanding the causes of injuries.
 - b. Predicting who is at risk for these injuries and when.
 - c. Taking action for each identified risk to minimize the risk.
3. State that the CCHA can help prevent injuries by doing the following:
 - a. Inspecting facility and playground equipment for risks and hazards that may cause injuries (participants may use the *California Childcare Health Program Health and Safety Checklist-Revised [CCHP H & S Checklist-R]* [2005] to do this safety check).
 - b. Closely supervising play areas with adequate adult-to-child ratios.
 - c. Providing information about safety hazards, safe toys and injury prevention strategies to staff and families.
 - d. Educating children about personal safety, playground rules, safe practices and things to avoid.
 - e. Educating parents about safety practices and injury prevention.
 - f. Presenting workshops at local child care resource and referral agencies on the topic of injury prevention.

II. Causes and Prevention of Injuries

A. **Topic:** Causes and Prevention of Injuries

Method: Lecture and Small Group Activity

Instructions:

1. Ask participants to pair up with another participant and list all the ways children might be injured in an ECE setting.
2. Ask participants to call out injuries they have listed and to group similar types of injuries together. Make sure that participants include all kinds of injuries, including SIDS, playground injuries, choking, strangulation, suffocation, entrapment, falls, cuts, poisoning, bites and stings, swallowing, inhaling, skin contact, puncture, injection, firearms, drowning, burns and injuries that occur during transportation.
3. Divide participants into small groups and assign each group several types of injuries. Direct the groups to discuss ways an ECE provider can prevent these injuries. Ask them what policies and practices would have to be put into place. For example, how should an ECE provider prevent falls, choking and playground accidents? Allow them 10 minutes.
4. Ask each group to report back. Ask other participants to provide any missing information.
5. Make sure that supervision is included in the list of ways to prevent injuries. Ask participants to define what adequate supervision is (refer to the characteristics of adequate supervision on page 3 of the module).

B. Topic: Playground Safety

Method: Handout Review

Instructions:

1. Ask participants to list all the ways playground injuries can be prevented (refer to page 8 of the module for the section on *What a CCHA Needs to Do*).
2. Refer participants to *Handout: Safe Playground Habits poster* (page 34 in module) and review the list of playground safety tips. Ask participants which safety practices they currently use.

C. Optional Topic: Video on Playground Safety

Method: Video and Discussion

Instructions:

1. Show the video *Safe Active Play. Stop the video after each hazard to discuss what participants have observed and to discuss the methods for reducing injuries. Next, begin the video anew and show the next hazard until the video is done or until the available time has elapsed.*

D. Optional Topic: SIDS Prevention

Method: Large Group Activity

Instructions:

1. Show participants a bassinet or a doll crib that contains a doll and many of the SIDS risks (e.g., too many blankets, doll face down, a box of cigarettes, lots of stuffed animals).
2. Walk around the room with the bassinet or crib and ask participants to remove the hazards. Describe how each hazard is linked to SIDS.
3. Review *Handout: A Child Care Provider's Guide to Safe Sleep* and *Handout: A Parents' Guide to Safe Sleep* (pages 35 and 37 in module).

E. Topic: Reporting Injuries

Method: Large Group Discussion

Instructions:

1. Ask participants what reactions parents have had when their children have been injured in the ECE setting.
2. Ask participants to pair up with another participant and list all the ways children might be injured in an ECE setting.
3. Refer participants to *Handout: Health and Safety Notes: Reporting Injuries* (page 25 in module). Direct participants to pair up and ask them to answer and discuss these questions:
 - a. What is injury reporting?
 - b. What should get reported and to whom?
 - c. How does reporting increase safety?
4. Reconvene the large group. Ask participants how many are currently reporting injuries to parents in verbal and written form. State that all injuries should be reported to parents in writing. Also notify families by phone to prepare them for what they may see when they arrive and to let them know how the injury was treated. Be prepared to discuss all the details, as the parent will want to know that the child was in good hands.
5. State that serious injuries must also be reported to the local Community Care Licensing office. Refer to pages 7 to 8 for a list of which injuries must be reported.

6. Introduce *Handout: Ouch Report* on page 27 of the module. Ask participants to review. Discuss this injury reporting form with participants.

F. **Topic:** Resources for Injury Prevention

Method: Large Group Discussion

Instructions:

1. Ask participants what resources they currently use for injury prevention.
2. Refer participants to the Healthline (800-333-3212), the child care resource and referral agencies, the CCHP Web site (<http://www.ucsfchildcarehealth.org>), the *CCHP H & S Checklist-R* and the resources listed on pages 14 to 17 of the module.

If you have experienced CCHAs in the room, do one or more of the following:

1. Group them in separate groups and ask them to share with each other the systems they use for health screening.
2. Ask them how they make sure that children are receiving not only ongoing care, but care at the correct intervals.
3. Ask them to describe how they talk to parents about injury prevention.
4. Pair them up with nonexperienced participants and instruct the nonexperienced to ask questions of the experienced CCHAs about increasing access to health, dental and vision care.

III. Summary and Closure

A. **Optional Topic:** *Using the Injury Prevention Module*

Method: *Small Group Activity*

Instructions:

1. *Explain to the participants that the curriculum is a rich resource for them and encourage them to become familiar with it. Towards this end, spend a few minutes looking through it together. Explain that participants will work in pairs to go through the module to find the answers to these questions.*
2. *Hand out Appendix 10A. Tell the participants they have 5 to 10 minutes to locate the answers.*
3. *Note to Trainer: Participants may feel that this is “busy work.” Let them know that our goal is to use our time today to give them new tools and resources, and the curriculum is one such resource. Explain that becoming familiar with the curriculum is one way to help them determine how they will improve quality in their setting.*

B. **Topic:** Next Steps for the CCHA

Method: Large Group Discussion

Instructions:

1. Briefly review the key points from Section IC (The Role of the CCHA in Injury Prevention) and Section IIA (Causes and Prevention of Injuries) of the outline.
2. Ask participants to describe all the areas in which CCHAs can have an impact on injury prevention (e.g., using helmets, preventing falls, avoiding foods that have a higher risk for choking, avoiding factors associated with SIDS).
3. Ask them what practices need to change in their programs in order to prevent injuries.

C. **Topic:** Summary and Closure

Method: Brief Closing Activity

Instructions:

1. Summarize the key points shared by participants. Review by stating that it is the role of the CCHA to know about the causes of injuries that occur in the ECE setting. Ask them what new risks and hazards they have learned about today.
2. Next Steps: Direct participants to write down one next step they will take as a result of this training. Ask participants to share these with the group.

APPENDIX 10A

Using the Injury Prevention Module

Topic: Using the Injury Prevention Module

Method: Small Group Activity

Instructions: Review the module and find the answers to the following questions.

According to the module:

1. What are “layers of protection” around swimming pools?
2. What can a CCHA do to prevent transportation injuries?
3. Do some safety procedures cause difficulty for families with limited resources?
4. What are common poisonous fumes in the ECE setting?
5. What are some ways to prevent falls?