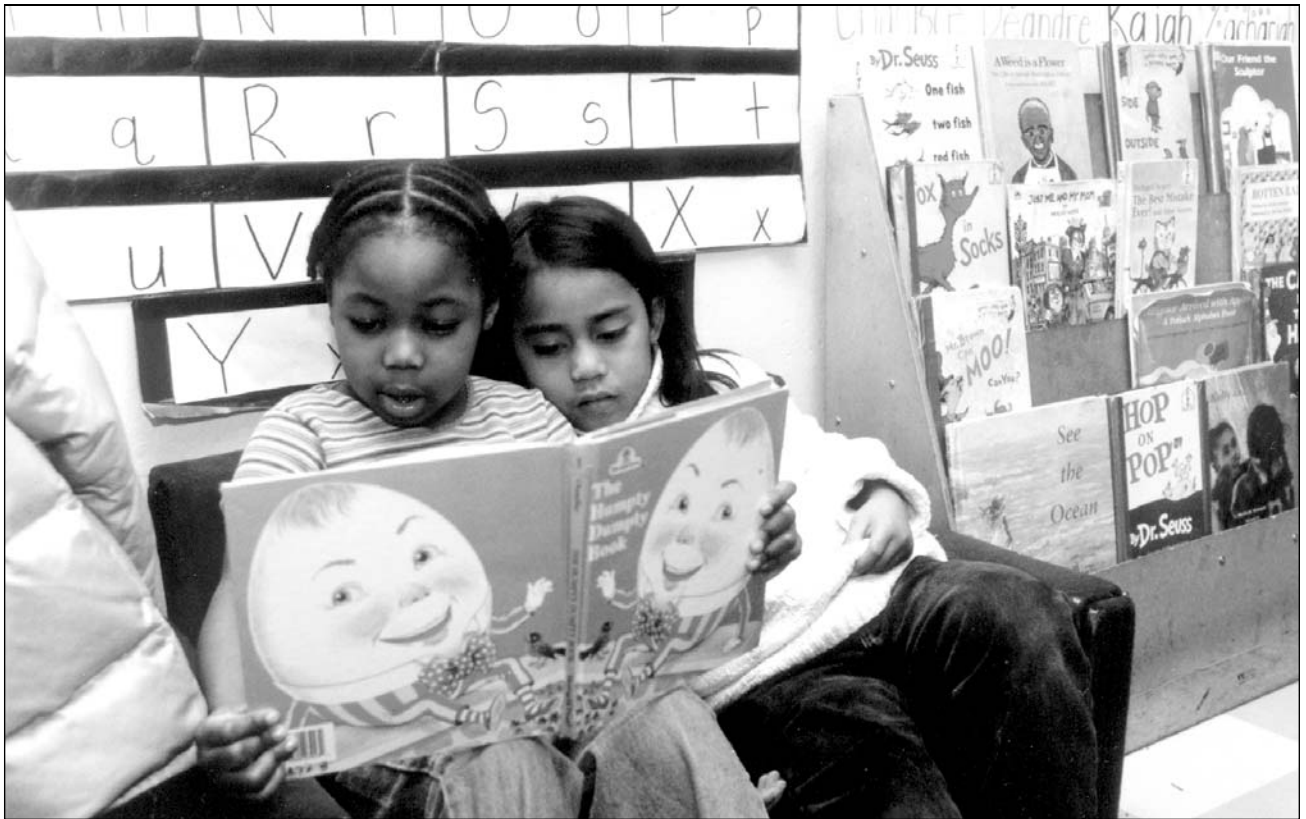


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INSTRUCTOR'S GUIDE

# The Role of the Child Care Health Advocate



First Edition, 2006



California Childcare Health Program  
Administered by the University of California, San Francisco School of Nursing,  
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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.

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# INTRODUCTION TO THE ROLE OF THE CHILD CARE HEALTH ADVOCATE MODULE

This *Instructor's Guide* provides trainers with an outline for the teaching of *The Role of the Child Care Health Advocate* module. Participants will learn ways that they can become familiar with their role as a Child Care Health Advocate (CCHA). They will learn the importance of building specific skills to improve the health and safety of children in early care and education (ECE) settings and to support the development of these children. The guide assumes that many participants will be unfamiliar with the role of the CCHA and that complete understanding takes both time and practice to acquire. This module is the foundation for understanding the CCHA's role, with the other modules providing more in-depth information about the specific content areas related to this role. Thus, this module serves as the basis for understanding the other modules.

## Learning Objectives:

1. To describe the role, responsibilities and activities of a CCHA.
2. To describe the role of the Child Care Health Consultant (CCHC) and the relationship between the CCHC and CCHA.
3. To identify three ways the CCHA can educate ECE staff and families about health and safety policies.

## Primary Messages:

1. Greater numbers of children at increasingly young ages are in group care, and their health, safety and development must be supported and protected.
2. The CCHA's role and activities are emerging as a way to promote healthy, safe and inclusive ECE environments.
3. The role of the CCHA is to be the on-site coordinator for health and safety issues on a daily basis.
4. The CCHA works closely with the CCHC to coordinate health and safety monitoring, programming and policy development.
5. CCHAs spend a few hours a week dedicated to promoting health and safety issues and to improving the quality of ECE care.
6. The CCHA models healthy behaviors for staff, children and families.
7. The CCHA provides reliable resources and information to other early childhood educators.
8. The CCHA serves as a liaison between health services and the ECE program, staff and parents.
9. Policies in ECE programs are important for assuring the health and safety of children and staff.
10. The ability to perform the role of the CCHA develops over time, with a new CCHA performing one new task at a time.

## Materials and Equipment Needed:

1. Copy of module: *The Role of the Child Care Health Advocate*
2. Copy of *Instructor's Guide: The Role of the Child Care Health Advocate*
3. Flip chart/whiteboard and markers, or chalkboard and chalk
4. Masking tape for posting flip chart paper
5. LCD projector or overhead projector
6. Computer for PowerPoint slides
7. CDs of slides or transparencies
8. Handouts
  - a. Handouts in *The Role of the Child Care Health Advocate* module
    - i. Handouts from California Childcare Health Program (CCHP), Oakland, CA

Handout Title	Page Number in Module
<i>Child Care Health Advocate Job Description</i>	13
<i>Health Department Resource List</i>	15
<i>Illness Policy</i>	17
<i>Sample Activities of a Child Care Health Advocate</i>	19

- ii. Handouts from other sources

Handout Title	Page Number in Module
<i>Child Development Permit Matrix</i>	20
<i>Healthy Child Care America Blueprint for Action</i>	21

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

Appendix Title	Appendix Number
<i>Case Scenarios for the Child Care Health Advocate</i>	1A
<i>Working with the Child Care Health Consultant</i>	1B
<i>Using The Role of the Child Care Health Advocate Module</i>	1C

## SUGGESTED TRAINING OUTLINE

Outline	Method	Time (Minutes)
I. Introduction to The Role of the Child Care Health Advocate Module	—	10
A. Assessment of Group Knowledge	Questioning	3
B. Introduction/Rationale to the Role of the CCHA	Lecture	7
II. CCHA Activities and Skills	—	45–55
A. The CCHA Job Description	Discussion and Handout Review	10
B. Activities of a CCHA	Small Group Activity	5–15
C. The CCHA and Policy Development	Lecture and Large Group Activity	10
D. Policy Development in Your Program	Small Group Activity	10
E. Community Resources for the CCHA	Handout Review and Large Group Discussion	10
III. Working with the CCHC	—	10–25
A. What the CCHA Needs to Know about CCHCs	Lecture	10
<i>B. Optional: If You Have a CCHC in Your Program</i>	<i>Lecture</i>	5
<i>C. Optional: Collaborating with the CCHC</i>	<i>Small Group Activity</i>	10
IV. Summary and Closure	—	10–20
<i>A. Optional: Using The Role of the Child Care Health Advocate Module</i>	<i>Small Group Activity</i>	10
B. Next Steps for the CCHA	Large Group Activity	5
C. Summary and Closure	Brief Closing Activity	5

Total time: 75–110 minutes

# OUTLINE AND INSTRUCTIONS

## The Role of the Child Care Health Advocate

### I. Introduction to The Role of the Child Care Health Advocate 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 heard of the role of the CCHA or if they know what a CCHA does.
  - Are currently in the role of the CCHA.
  - Currently work in their setting on health and safety issues.
  - Have a CCHC in their setting or have worked with a CCHC.
  - Have developed policies related to health and safety issues.
  - Are involved in monitoring safety and policies.
  - Are engaged in parent education.
2. Ask participants to state some activities that they are presently engaged in, both in and out of the classroom, that promote the health and safety of children in their setting.

#### B. **Topic:** Introduction/Rationale to the Role of the CCHA

**Method:** Lecture

**Instructions:**

1. Define the Role of the CCHA: CCHAs are teachers or child care providers who spend several hours a week with specific duties designed to promote the health and safety of children in their care. They receive special training to prevent, recognize and correct health and safety problems in ECE programs (American Academy of Pediatrics [AAP], American Public Health Association & National Resource Center for Health and Safety in Child Care, 2002).
2. Give the History of the CCHA: The role of the CCHA is a new one in ECE programs. A clear understanding of the roles and responsibilities of the CCHA is very important for improving health and safety in ECE settings.
3. State How CCHAs Work: Because CCHAs work in and know the ECE setting, and because they also know agencies, boards, organizations and local councils that focus on quality child care issues, they are in a natural position to develop partnerships between the health and ECE professionals in their communities. Through their work within the ECE setting and through these partnerships, they work to improve health and safety in ECE programs.
4. State How CCHAs Collaborate with CCHCs: Often CCHAs work in conjunction with CCHCs. This module provides CCHAs with information about the collaboration between the CCHA and the CCHC. Many communities do not have an identified CCHC. However, there is momentum towards expanding this service to ECE programs. The California Childcare Health Program (CCHP) Healthline will maintain a registry of CCHCs in California for those who are interested.

5. State that this module also contains information about policy development, available community resources and the development of community partnerships.
6. State that the CCHA ideally has 9 units of coursework in health, safety and nutrition.
7. Summarize by saying that this is a brief overview of the CCHA's role, and now participants will discuss specific examples of CCHA activities.

## II. CCHA Activities and Skills

### A. **Topic:** The CCHA Job Description

**Method:** Discussion and Handout Review

**Instructions:**

1. Ask participants to name the areas that they feel teachers in their workplace need more health and safety information on (e.g., nutrition, setting limits, working with parents, playground safety). Ask them about what information they feel parents need or about which areas parents usually seek their guidance on. State that the CCHA can play a vital role in providing teachers and parents (and even the children themselves) information that will improve health and safety for the children in the CCHA's care.
2. Review *Handout: Child Care Health Advocate Job Description* on page 13 of the module.
3. Have a participant read the section *Background Information* aloud, and then reiterate that a CCHA receives special training and, as a designated staff person, spends a few hours each week on health and safety issues.
4. Have participants review the duties and responsibilities on the handout. Go over these one by one. Ask participants to place a check mark next to the ones they are currently involved in and to circle each one they feel is a current need in their program. Ask them to turn to a partner and discuss for 2 minutes the activities that they are currently engaged in that promote health and safety. Then come back to the large group and have participants report back on their activities.
5. Refer participants to *Activity 1* on page 7 of the module. Ask participants to compare and contrast their job description and the CCHA job description.

### B. **Topic:** Activities of a CCHA

**Method:** Small Group Activity

**Instructions:**

1. Review *Handout: Sample Activities of a Child Care Health Advocate* (page 19 in module). Discuss activities listed.
2. Refer to *Activity 2* on page 7 of the module.
3. *Optional: Review Handout: Healthy Child Care America Blueprint for Action (page 21 in module) and discuss activities listed.*
4. *Optional: Have participants break into groups and assign each group one of the case scenarios in Appendix 1A. Note that the goal of these scenarios is not to design the perfect response, but rather to help new CCHAs imagine themselves in their new role and begin to imagine concrete tasks that they will be responsible for.*
5. Summarize what has been stated about the role of the CCHA and the activities that participants plan to engage in. State that each site can begin its own discussion on which roles and goals will be important for a new CCHA to take on. State also that another key task for CCHAs is to develop policies and that this will be discussed next.

C. **Topic:** The CCHA and Policy Development

**Method:** Lecture and Large Group Activity

**Instructions:**

1. Introduce the idea of a policy. Ask participants how many of them have policies at their sites. Ask them what kind of policies. What do these policies accomplish? Although a site director is ultimately responsible for policy development and approval, CCHAs can assist the director in identifying when a policy is needed, what it should consist of and how it should be implemented.
2. Hand out and review *Handout: Illness Policy* on page 17 of the module.
  - a. Ask them to discuss what this policy instructs and what goals it achieves. Introduce the components of a policy: who, what, when, where, why and how.
    - Who (Who is responsible for implementing the policy and for communicating?)
    - What (What is the purpose of this policy—what will it do?)
    - When (When does this policy go into effect?)
    - Where (Where is this policy in effect? Usually this is at the site, but it could be a field trip policy.)
    - Why (This is the reason for the policy.)
    - How (How will the policy be implemented? This area also includes what kind of training will be necessary for this policy to be effective.)
3. Direct the participants to turn to a partner and discuss the topics on page 18 of the module: Who is the policy applicable to? Who is responsible for implementing and following the policy? How will the policy be communicated?
4. Summarize by saying that the group has discussed many activities that CCHAs may engage in and will now discuss their collaboration with CCHCs.

D. **Topic:** Policy Development in Your Program

**Method:** Small Group Activity

**Instructions:**

1. Group participants together by workplace, with those working together in the same groups and those who are not from the same site grouped according to similarity of setting (e.g., family care providers together, center-based sites together). Refer to *Activity 3* on page 7 of the module.
2. Debrief. Ask participants how it was for them to develop this policy. What policies did they develop? What issues did they address? What were the challenges they faced when developing this policy? Ask participants what kind of staff training would be necessary for this policy to be implemented effectively.

E. **Topic:** Community Resources for the CCHA

**Method:** Handout Review and Large Group Discussion

**Instructions:**

1. Review *Handout: Health Department Resource List* (page 15 in module) and ask participants what other health services they would add to the list. Write down the other resources on the chart pad.
2. Refer to *Activity 4* on page 7 of the module.



### III. Working with the CCHC

#### A. **Topic:** What the CCHA Needs to Know about CCHCs

**Method:** Lecture

**Instructions:**

1. Define the Role of the CCHC: CCHCs are nurses or other health professionals. They are trained in health and safety issues related to ECE. They work with ECE programs to increase the quality of care by improving health, safety and nutrition.
2. Ask participants who has worked with a CCHC and ask them to give examples of what they have done together.
3. Describe How CCHCs and CCHAs Work Together: CCHCs assist with a wide range of issues affecting the health and safety of children, including providing information on health and safety, providing technical assistance, providing dental and vision screening, consulting on immunizations, and training ECE providers on caring for children with asthma or diabetes, handling other medical issues and developing special care plans for children with special needs.

#### B. **Optional Topic:** *If You Have a CCHC in Your Program*

**Method:** Lecture

**Instructions:**

1. *Steps to Collaborating with the CCHC: Let participants know that if they are working with a CCHC, there is a useful collaboration process they may follow:*
  - a. *Review the needs of their program.*
  - b. *Develop common goals for addressing these needs.*
  - c. *Develop plans.*
  - d. *Put the plans into practice.*
  - e. *Evaluate the plans.*
  - f. *Decide if the goals have been met.*
  - g. *Change the plan or continue putting the plan into practice.*

#### C. **Optional Topic:** *Collaborating with the CCHC*

**Method:** Small Group Activity

**Instructions:**

1. *Break participants into small groups, with participants from the same program working together. Hand out Appendix 1B and ask the group(s) to answer and discuss the questions on the handout. After discussions, ask the groups to report back on how they plan on collaborating with their CCHC.*

**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 their successes and challenges.
2. Ask them to share their favorite activities and how they achieve their goals.
3. Pair them up with nonexperienced participants and instruct the nonexperienced to ask questions of the experienced CCHAs.

#### IV. Summary and Closure

##### A. **Optional Topic:** *Using The Role of the Child Care Health Advocate 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 1C. 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 Activity

**Instructions:**

1. Direct participants to write down what their possible next steps could be as CCHAs (e.g., parent education, monitoring, health screening, policy development). Ask participants to share these with the group.

##### C. **Topic:** Summary and Closure

**Method:** Brief Closing Activity

**Instructions:**

1. Summarize the key points shared by participants. Review the role and activities of a CCHA and the specific examples the participants have discussed.
2. Direct participants to write down the first step they will take as a result of this training. Ask participants to share these with the group.

# APPENDIX 1A

## Case Scenarios for the Child Care Health Advocate

1. You are a CCHA, and your job is to assess the health and safety needs and priorities at your site. How do you start? What questions will you ask the parents and teachers? How will you determine what is the most important health and safety concern?
2. You are going to teach some parent workshops. What topics will you teach and how will you go about presenting them?
3. You are going to use a new bulletin board designed for health and safety issues. What kind of information will you post? What factors will you consider? Besides posters, what are some of the ways you can use the bulletin board?
4. Parents at your site think children should stay inside when it is cold outside. You know that viruses spread more easily inside and that the cold temperature outside does not increase the amount of illness. What are three ways you can communicate this to parents?
5. You believe that not all children at your site have been immunized. What are the possible actions you can take?

# APPENDIX 1B

## Working with the Child Care Health Consultant

Brainstorm some of the health and safety needs of your ECE program. Discuss which of these needs would benefit from consultation, input and involvement from the CCHC. Discuss the ways you would benefit from collaborating with the CCHC. Address the following questions:

1. For each topic or issue, what information would you like from the CCHC?
2. Which assessments should the CCHA perform and which should the CCHC perform?
3. What additional guidance would you like from the CCHC?
4. What training would you like from the CCHC?

# APPENDIX 1C

## Using the Role of the Child Care Health Advocate Module

**Topic:** Using The Role of the Child Care Health Advocate Module

**Method:** Small Group Activity

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

According to the module:

1. What are some ways a CCHA can promote safe food handling?
2. What does a CCHA need to know about policy development?
3. What does a CCHA need to know about CCHCs?
4. How can you tell whether a policy is effective?