Scavenger Hunt Exercise
- 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

Review of Scavenger Hunt
- How do these activities relate to the spread of infectious diseases?

Your thoughts?
### Session Plan
- Module structure
- Timeline
- Participation
- Parking lot for questions that can’t be answered immediately
- Housekeeping
- Complete the pre-assessment

### Objectives
- 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

### Best Practices and Regulations
- 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

> Today we will be discussing best practices. Not all of these practices will be required by regulation in this state.
References

Getting Started

References

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.

<table>
<thead>
<tr>
<th>Cares for infants</th>
<th>Prepares food</th>
<th>Checks vaccine records</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Cleans up after meals</th>
<th>Changes diapers</th>
<th>Performs daily health check</th>
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<table>
<thead>
<tr>
<th>Stays home when sick</th>
<th>Up-to-date on vaccines</th>
<th>Washes hands after helping with toileting</th>
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### 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

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*Infectious Diseases Curriculum Pre-assessment*
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:**
   a. When the parent is transferring care of the child to the care of facility staff
   b. When the child leaves the facility to go on a field trip or has a new caregiver
   c. When the caregiver notices that a child has symptoms of illness
   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
   b. False

12. **To care for an ill child, caregivers should (Choose all answers that apply):**
   a. Adapt activities to the activity level of the ill child
   b. Provide extra attention to the ill child
   c. Inform parents of new symptoms by phone and use the symptom record to document the child’s status
   d. 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:**
   a. The program’s policy on caring for ill children
   b. Parent’s alternative care plans for child illness
   c. Who makes the final decision about whether an ill child can be in child care
   d. All of the above