

**TWH<sup>®</sup>**

**TOTAL WORKER HEALTH<sup>®</sup>**

**A Guide to  
Worksite Wellness  
and Safety  
in the  
Child Care Setting**

Developed by



**NKYHEALTH**

NORTHERN KENTUCKY HEALTH DEPARTMENT

# Total Worker Health®: A Guide to Worksite Wellness and Safety in the Child Care Center

## INTRODUCTION

This guide uses the Centers for Disease Control and Prevention’s Total Worker Health® framework with a focus on the child care setting. It combines assessment, training and education on both the personal safety and health promotion aspects of the child care environment and workforce.

*Safety* encompasses the activities that protect employees from occupational injury and illness, such as ergonomics and infectious disease prevention. *Health promotion* encompasses the activities that maintain or improve the personal health of a workforce, ranging from health risk assessments to wellness programs and immunizations.

These two factors, personal health and personal safety, are each essential to a productive worker and to a productive workplace. When effectively combined, they can have an increased impact on overall health and productivity.

Materials in this guide were originally developed in 2015 by the Northern Kentucky Health Department for use in child care centers in a four-county district. It can be a starting point to allow collaboration between public health or early care partners and child care providers with the ultimate goal of improving worksite wellness and safety in child care centers.

*Total Worker Health®: Worksite Wellness and Safety in the Child Care Setting* has been compiled and provided for public use with an acknowledgement or attribution:

2023. *Total Worker Health®: Worksite Wellness and Safety in the Child Care Setting*. Northern Kentucky Health Department.

## EXECUTIVE SUMMARY

Total Worker Health®: Staff Wellness and Safety in the Child Care Setting project focuses on personal health and safety of child care providers in early care environments.

Through the use of a staff wellness and safety pre-assessment tool, goal setting, child care center staff training, technical assistance and post-assessment, sustainable change in staff wellness and safety can be obtained for a productive staff and a productive workplace.

This program focuses on the concept of combining employee safety efforts with wellness efforts in early care environments. Early child care environment professionals are exposed to a wide variety of job-specific health and safety risks including: infectious disease, musculoskeletal injuries, falls, environmental hazards and stress. The health of early child care professionals impacts the quality of care they are able to provide to children. Many health and safety policies in early child care programs protect children and adults; however, some wellness and safety issues specific to adult caregivers are often neglected.

The program utilized an environmental assessment on staff wellness and safety developed by the Northern Kentucky Health Department that combines aspects of the original Nutrition And Physical Activity Self-Assessment for Child Care (NAPSACC) assessments and various staff wellness surveys. The assessment components include wellness, nutrition, physical activity, ergonomics, stress management and preventative measures.

This intervention was designed to enhance staff wellness and safety policies, practices, and environments in the child care setting by:

- Obtaining insight into the director's perception of staff safety and staff wellness and how he/she views the two within the child care setting.
- Assessing the current staff wellness and safety environment and practices, and determining staff needs and interests through an environmental assessment and staff interest/needs survey.
- Providing staff training and onsite consultation related to staff wellness and safety and education on best practices to improve the wellness and safety environment.
- Encouraging and promoting CDC recommended adult vaccinations including a Tdap booster and annual influenza vaccinations to child care center staff during the staff training event.
- Assisting child care centers with development of staff wellness and safety policies and practices and related environmental characteristics.

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# Program Outline

*Purpose: To provide child care staff clear expectations of program*

*When to use: At beginning of program*

## **PROGRAM DATES: START TO FINISH**

This program is unique in that it combines assessment, training and education on both the personal safety and health promotion aspects of the child care environment and workforce.

*Safety* encompasses the activities that protect employees from occupational injury and illness, such as ergonomics or infectious disease prevention.

*Health promotion* encompasses the activities that maintain or improve the personal health of a workforce, ranging from health risk assessments to wellness programs and immunizations.

These two factors, personal health and personal safety, are each essential to a productive worker and to a productive workplace. When effectively combined, they can have an increased impact on overall health and productivity.

This program, piloted through training and incentives, helped child care center staff learn safe and healthy skills for themselves, and learn how to be healthy role models for the children they see every day. The program can be completed without incentives by following the course outline. Program may be implemented via self-direction or with guidance from Child Care Health Consultants, public health educators, or other professional development credential trainers.

## **PROGRAM COMPONENTS**

1. **Introductory meeting/interview (DATE)**
  - a. The child care center receives environmental pre-assessment and a staff wellness interest survey.
2. **Director or program lead will ask the staff to complete the staff wellness interest survey, and the director will complete the environmental pre-assessment**
  - a. The staff interest survey will help determine the needs and interests of individual staff as they pertain to safety and wellness. Results from this survey will help shape future staff training opportunities.
  - b. The environmental pre-assessment will look at the child care environment as it relates to staff wellness and safety. Results from this assessment will help directors
    - i. determine goals to set and provide a way to help evaluate the program.

3. **Director or program lead reviews the environmental pre- assessment and staff interest surveys, the child care center director determines goals for the program.**
  - a. **Directors will complete a goal sheet:** Using the report from the interest survey, the director will determine the goals he/she wants to work towards during the program.
  - b. **Goals for the program will be individual to the center.** Goals selected are based on staff interest, as well as time commitment of the director/staff. Directors should
    - i. select realistic and achievable goals, so implementation is not overwhelming or stressful.
4. **Child care center staff training (DATE)** can be held related to total worker health. Training topics will be determined based on feedback from the staff safety/wellness interest survey. In general, training topics will include:
  - a. Nutrition
  - b. Physical activity
  - c. Stress management
  - d. Ergonomics and other safety practices
    - i. Other programs/services that might be offered at the staff training include immunization and health screenings.
5. **Beyond the child care center staff training, child care center director/staff will continue to work towards the goals they set for the program.** While the program length can be one year from start to finish, that does not mean for the entire year there has to be wellness/safety programming occurring.
6. **Mid-program** Child care centers will have the opportunity to re-assess to show
  - a. active progress towards their goals.
7. **An environmental post-assessment will be completed by the child care center director**
  - a. **(DATE).** Upon receipt and review of the post-assessments, the child care center will share results of behavior, environmental, system, and policy changes related to total worker health, with staff, parents, program coordinator/board (if applicable) and any other entities participating in the program.

# SAMPLE Staff Wellness Policy

## Staff Wellness Policy

### Intent Statement:

We are committed to the health, safety and well-being of the child care providers in our facility. This Wellness Policy is designed to make healthy nutrition and physical activity choices the easy choices, while being supportive of individual rights to choose.

## Worksite Wellness Programming

Our goal for the wellness program is to make a positive difference in the lives of our staff and to help them enjoy happier, healthier lives. We support staff participating in worksite wellness activities. Staff participation in wellness activities is voluntary. We will provide awareness and education messages by including worksite wellness information in new staff orientation, posting flyers on walls or bulletin boards, and sending e-mail correspondence. Components of our wellness program will include:

Environmental wellness: the positive perception of the environment that one works and lives in.

- Finding satisfaction and worth in your work
- Ensuring your work environments and relationships are comfortable
- Being aware of the natural environment you live in
- Recognizing opportunities that lead you to new skills and acting on those opportunities
- Working to ensure the stability and longevity of our natural resources

Emotional wellness: possession of a secure self-identity and a positive sense of self-regard; also, the ability to cope with and/or improve unpleasant mood states.

- Keeping a positive attitude
- Being sensitive to your feelings and the feelings of others
- Learning to cope with stress
- Being realistic about your expectations and time
- Taking responsibility for your own behavior
- Dealing with your personal and financial issues realistically
- Viewing challenges as opportunities rather than obstacles
- Functioning independently but knowing when you need to ask for help

Spiritual wellness: a positive perception of meaning and purpose in life.

- Being open to different cultures and religions
- Giving your time to volunteer or participate in community service activities
- Spending time defining personal values and ethics and making decisions that complement them

- Participating in spiritual activities
- Participating in activities that protect the environment
- Caring about the welfare of others and acting out of that care

Social wellness: a perception of having support available from family, friends, or co-workers in times of need and a perception of being a valued support provider.

- Being comfortable with and liking yourself as a person
- Interacting easily with people of different ages, backgrounds, races, lifestyles
- Contributing time and energy to the community
- Communicating your feelings
- Developing friendships
- Recognizing a need for “fun” time in your life
- Budgeting and balancing your time to include both responsibilities and relaxation

Intellectual wellness: the perception of being internally energized by an optimal amount of intellectually stimulating activity.

- Learning because you want to- not because you are told to. Doing the work assigned
- Learning through varied experiences-reading, writing, sharing and exploration
- Observing what is around you
- Listening
- Finding applications for material learning in the classroom
- Staying current with world affairs/news
- Questioning
- Exposing yourself to new experiences (e.g. arts, theater)

Physical wellness: a perception and expectation of physical health.

- Exercise regularly
- Eating properly
- Getting regular physical check-ups
- Avoiding the use of tobacco or illicit drugs

\*Source: <http://www.vanderbilt.edu/wellnesscenter/wellnesswheel.html>



## **Procedure/Practice:**

### **Nutrition**

At least 50 percent of pre-packaged foods and beverages for meetings and/or vending should be healthy options.

Staff is encouraged to consider healthier alternatives when making available food for others at staff pot luck lunches, special occasions, staff meetings, etc.

Staff is encouraged to support the use of locally grown fruits and vegetables, such as providing on-site or neighborhood farmers' markets, Community Supported Agriculture (CSA) programs, on-site or community gardening space, etc.

Environmental accommodations for food preparation and storage (i.e., sinks, refrigerators, and microwave) are made available to support staff in bringing healthy lunches and snacks to work.

### **Breastfeeding**

We seek to foster a breastfeeding-friendly environment where breastfeeding is accepted as the preferred method of infant feeding. We shall provide breastfeeding staff with reasonable break time and a private, non-restroom place during working hours, each time the employee has the need to express breast milk or breastfeed. Staff shall be provided access to space with an electrical outlet and seating, and nearby access to running water. Staff may use their own cooler packs to store expressed breast milk, or may store milk in the designated refrigerator/freezer. (See Breastfeeding Policy). <http://www.kentuckycchc.org/>

### **Staff Guidelines and Professional Development**

Staff responsibilities will be defined in written job descriptions and personnel policies.

Staff will be encouraged to write an annual professional development plan to include two hours or more in health and wellness education. Included but not limited training topics: staff wellness, managing stress, healthy living, etc.

### **Physical Activity**

We encourage staff to engage in a regular program of exercise and health improvement (unless existing health related conditions make such a program inadvisable). Shoes with good shock absorption will help reduce injury. During pregnancy, staff should always consult with their physician before participating in any physical activity program

In the course of meetings lasting more than one-hour staff are encouraged to incorporate short stretch breaks for every 60 minutes of meeting time.

Staff is encouraged to take short walks or engage in other physical activity during their breaks.

Staff is encouraged to participate in work-sponsored physical activity opportunities offered through worksite wellness programs.

## Ergonomics

Staff shall maintain good posture by:

- Using adult-sized furniture when possible
- Squatting then lifting with the legs to rise from child sized chairs
- If sitting on the floor is necessary, sit with back to the wall for firm support
- Avoid standing or sitting for long periods of time
- Storing items where they are accessible
- Squatting or kneeling to get down to the level of a child instead of bending forward and down from the waist

Staff shall use proper lifting technique by:

- Moving carefully and not rushing around the room
- Assessing the environment to make sure there is enough room to lift safely
- Giving yourself a firm base of support, with feet shoulder width apart and one foot next to the child you are lifting and the other foot slightly back
- Squatting down by bending at the knees, not the waist. Engage your stomach muscles and keep your back as straight as possible
- Having a comfortable hold on the child before you begin to lift
- Using your legs to lift slowly and smoothly

Child-sized furnishing and inadequate work surfaces can cause back injuries; therefore, we will implement the following *Standards*:

- Adult-height changing tables
- Small, stable stepladders, stairs or similar equipment to enable children to climb to the changing table; and adult furniture that eliminates awkward sitting and working positions

## Workplace Interventions to Decrease Stress

In an effort to decrease or eliminate stress in the workplace, whenever possible, we shall have:

- Someone on call so staff members can take a break from direct care
- Pleasant, comfortable space for breaks
- Scheduled regular exercise breaks for staff
- Regular staff meetings
- Staff involvement in program decisions

- Volunteers, trained and regularly scheduled to assist during the busiest times of the day
- Limited number of children for which staff are responsible, including limited responsibility by making staff responsible only for the children in a particular room
- Staff plan activities only for a specific group of children
- Toys and materials assigned to a specific room
- Set arrival and departure times to a fixed schedule
- Assign volunteers to one room
- Provided opportunities for social interaction

## **Preventative Measures**

We encourage staff to stay up to date on CDC recommended adult vaccinations, including Tdap booster, annual Influenza vaccination and Pneumococcal polysaccharide vaccine for staff 65 years and over.

Because employees are at risk for exposure to toxic materials, employees will be trained on any chemicals present in the workplace. Sanitation materials must be labeled and have a MSDS on file.

Staff will:

- Use cleaning products for their intended purpose and according to manufacturer's instructions.
- Store products in original containers. Look at the ASTM D-4236 or ACMI labels on art materials. These labels certify that the materials can be used without risk to health hazards.
- Solvents such as turpentine and aerosol fixatives should only be used outside or with good ventilation.
- Review toxicity of all art supplies. Substitute less hazardous products whenever possible.
- Experts should be called in to assess and eliminate any lead, asbestos, mold, or mildew issues in the child care environment.

## **Applicable:**

This policy applies to all current and new staff.

## **Communication:**

Staff and volunteers will receive a written copy of this policy in their orientation packets before beginning work at the facility. Staff will receive written notification of any updates.

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Northern Kentucky Health Department (n.d) Retrieved 2022 from: <https://nkyhealth.org/business-or-organization/licensed-childcare-providers/child-care-health-consultation/>

**Reviewed by:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Director/Owner**  
**CCHC/Health Professional (optional)**  
**Staff Member**  
**Parent**  
**Board Member (optional)**

**Effective Date/Review Date**

This policy is effective immediately. It will be reviewed yearly by the center director.

# Initial Environmental Self-Assessment

*Purpose: To provide the child care center director or program lead with baseline measures of current practices, policies and environments related to staff safety and wellness*

*When to use: This is the first step of the program for sustainable system changes related to total worker health.*

Date: \_\_\_\_\_

Your Name: \_\_\_\_\_

Child Care Program Name: \_\_\_\_\_

Email address: \_\_\_\_\_

Phone #: \_\_\_\_\_ Fax #: \_\_\_\_\_

Results from this survey will be used to plan changes to your center's environment to make it safer and healthier for children and staff.

Survey topics include: staff access to healthy foods for meals and breaks, current worksite wellness plans, physical activity, ergonomics, workplace stress and preventative measures.

Before you begin:

Gather staff manuals and other documents that include policies and guidelines about staff wellness and environmental safety

During the assessment:

Definitions of keywords are marked by asterisks (\*).

Answer each question as best you can. If none of the answer choices seem quite correct, just pick the closest fit. If the question does not apply, go to the next question.

Understanding your results:

The answer choices in the left-hand column represent the best practice recommendation in this area. To interpret your results, you can compare your responses to these best practice recommendations. This will show your strengths and the areas in which your program can improve.

“In Progress” means you are currently working on that area.

“Potential Priority” means you would be interested in working on that area

WELLNESS COMPONENT	YES	IN PROGRESS	NO	POTENTIAL PRIORITY
1. Do you currently have a staff wellness policy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. If yes (to question 1), does the policy include both staff wellness and staff safety components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the worksite have a comprehensive* worksite wellness plan in place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the worksite offer staff training in health areas such as physical activity, nutrition and tobacco cessation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Does the worksite policy prohibit tobacco use anywhere on the property?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Are staff encouraged to write their annual professional development plan to include at least two hours in health and wellness education on topics such as staff wellness, managing stress, healthy living, etc.?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Are vending machines located on the property or within close walking distance and used by staff during working hours?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*\*Comprehensive: Addresses the purpose, nature, duration, resources required, participants involved and expected results of the program.*

**Comments:**

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NUTRITION COMPONENT	YES	IN PROGRESS	NO	POTENTIAL PRIORITY
8. Does the worksite send healthy eating messages to employees (delivered via e-mail, payroll stuffers, bulletin boards, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Are staff encouraged to role model healthy eating behaviors?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Does the worksite encourage staff to consider healthier alternatives when making available food for others at staff potluck lunches, special occasions, staff meetings, trainings and other events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Are environmental accommodations for food preparation and storage (i.e., sink, refrigerators and microwaves) made available to support staff in bringing healthy lunches and snacks to work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Does the worksite offer local fruits and vegetables at the worksite (e.g. farmers' market)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Does the worksite provide on-site gardening?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Does the worksite provide an appropriate place and breaks for breastfeeding/pumping for staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Does the worksite provide lactation education programs for staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Are at least 50 percent of pre-packaged food and beverages for meetings and/or vending healthy options?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

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<b>PHYSICAL ACTIVITY COMPONENT</b>	<b>YES</b>	<b>IN PROGRESS</b>	<b>NO</b>	<b>POTENTIAL PRIORITY</b>
17. Are staff encouraged to participate in a regular program of exercise and health improvement (unless existing health related conditions making such a program inadvisable)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. In a course of meetings lasting more than one hour, are staff encouraged to incorporate short stretch breaks for every 60 minutes of meeting time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Are staff encouraged to be active during break time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Are staff encouraged to take short walks or engage in other physical activity opportunities offered through worksite programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Does the worksite map out on-site trails or nearby walking routes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Does the worksite provide exercise/physical fitness messages and information to staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Does the worksite offer incentive-based programs to encourage activity (e.g. walking/steps challenge)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

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<b>ERGONOMICS COMPONENT *</b>	<b>YES</b>	<b>IN PROGRESS</b>	<b>NO</b>	<b>POTENTIAL PRIORITY</b>
24. Are adult-height diaper changing tables used?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Are there small, stable stepladders, stairs or similar equipment to encourage children to climb to the changing table?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Are adult-size furniture/chairs used that eliminates awkward sitting and working positions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Are staff trained to use proper posture techniques by:				
<input type="checkbox"/> Squatting and lifting with legs to stand? <input type="checkbox"/> When sitting on the floor, having their back against the wall for firm support? <input type="checkbox"/> Avoid sitting or standing for a long period? <input type="checkbox"/> Squatting or kneeling instead of bending forward and down from the waist?				
28. Are staff trained to use proper lifting technique by:				
<input type="checkbox"/> Giving him/herself a firm base of support, with feet shoulder-width apart and one foot next to the child they are lifting and the other slightly back? <input type="checkbox"/> Squatting down by bending at the knees, not the waist? <input type="checkbox"/> Having a comfortable hold on the child before he/she begins to lift? <input type="checkbox"/> Using his/her legs to lift slowly and smoothly?				

**\*Ergonomics:** Safety measures put in place to prevent injury – i.e. proper lifting techniques when lifting children, adults not sitting in child-size chairs, etc.

**Comments:**

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STRESS MANAGEMENT COMPONENT	YES	NO	POTENTIAL PRIORITY
<b>In an effort to decrease or eliminate stress in the workplace, whenever possible, do you have:</b>			
29. Someone on call so staff can take a break from direct care?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. A pleasant, comfortable space for breaks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Regularly scheduled exercise breaks for staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Regular staff meetings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Involvement of staff in program decisions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Volunteers during busiest times of the day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. A limit to the number of children for which staff are responsible?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Resources staff can utilize to help cope with their stress? (i.e. list of qualified counselors trained in stress management)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Opportunities for staff to socialize with one another during fun activities that are not work related? (i.e. – group outings to baseball games, bowling, picnics)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

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PREVENTATIVE MEASURES	YES	NO	POTENTIAL PRIORITY
38. Do you encourage staff to stay up to date on CDC recommended adult vaccinations, including Tdap booster, annual influenza vaccination and Pneumococcal vaccine (for staff 65 years and over)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Are staff trained on all chemicals present in the workplace?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

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**Based on your assessment answers, what are some areas within staff wellness and safety that you would be interested in focusing on strengthening?**

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## Post Program Environmental Self-Assessment

*Purpose: To re-assess the staff safety and wellness environment to show improvements made during the program*

*When to use: Upon completion of the program*

Date: \_\_\_\_\_

Your Name: \_\_\_\_\_

Child Care Program Name: \_\_\_\_\_

Email address: \_\_\_\_\_

Phone #: \_\_\_\_\_ Fax #: \_\_\_\_\_

This assessment is identical to the Initial Environmental Self-Assessment. Completion of this assessment will provide a pre-post look at staff wellness and safety practices, policies and environments changed through the course of the program.

Topics include: staff access to healthy foods for meals and breaks, current worksite wellness plans, physical activity, ergonomics, workplace stress, and preventative measures.

Before you begin:

Gather staff manuals and other documents that include policies and guidelines about staff wellness and environmental safety

During the assessment:

Definitions of keywords are marked by asterisks (\*).

Answer each question as best you can. If none of the answer choices seem quite correct, just pick the closest fit. If the question does not apply, go to the next question.

Understanding your results:

The answer choices in the left-hand column represent the best practice recommendation in this area. To interpret your results, you can compare your responses to these best practice recommendations. This will show your strengths and the areas in which your program can improve.

“In Progress” means you are currently working on that area.

“Potential Priority” means you would be interested in working on that area.

WELLNESS COMPONENT	YES	IN PROGRESS	NO	POTENTIAL PRIORITY
2. Do you currently have a staff wellness policy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. If yes (to question 1), does the policy include both staff wellness and staff safety components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the worksite have a comprehensive* worksite wellness plan in place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the worksite offer staff training in health areas such as physical activity, nutrition and tobacco cessation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Does the worksite policy prohibit tobacco use anywhere on the property?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Are staff encouraged to write their annual professional development plan to include at least two hours in health and wellness education on topics such as staff wellness, managing stress, healthy living, etc.?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Are vending machines located on the property or within close walking distance and used by staff during working hours?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*\*Comprehensive: Addresses the purpose, nature, duration, resources required, participants involved and expected results of the program.*

**Comments:**

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NUTRITION COMPONENT	YES	IN PROGRESS	NO	POTENTIAL PRIORITY
8. Does the worksite send healthy eating messages to employees (delivered via e-mail, payroll stuffers, bulletin boards, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Are staff encouraged to role model healthy eating behaviors?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Does the worksite encourage staff to consider healthier alternatives when making available food for others at staff potluck lunches, special occasions, staff meetings, trainings and other events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Are environmental accommodations for food preparation and storage (i.e., sink, refrigerators and microwaves) made available to support staff in bringing healthy lunches and snacks to work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Does the worksite offer local fruits and vegetables at the worksite (e.g. farmers' market)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Does the worksite provide on-site gardening?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Does the worksite provide an appropriate place and breaks for breastfeeding/pumping for staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Does the worksite provide lactation education programs for staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Are at least 50 percent of pre-packaged food and beverages for meetings and/or vending healthy options?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

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PHYSICAL ACTIVITY COMPONENT	YES	IN PROGRESS	NO	POTENTIAL PRIORITY
17. Are staff encouraged to participate in a regular program of exercise and health improvement (unless existing health related conditions making such a program inadvisable)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. In a course of meetings lasting more than one hour, are staff encouraged to incorporate short stretch breaks for every 60 minutes of meeting time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Are staff encouraged to be active during break time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Are staff encouraged to take short walks or engage in other physical activity opportunities offered through worksite programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Does the worksite map out on-site trails or nearby walking routes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Does the worksite provide exercise/physical fitness messages and information to staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Does the worksite offer incentive-based programs to encourage activity (e.g. walking/steps challenge)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

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<b>ERGONOMICS COMPONENT *</b>	<b>YES</b>	<b>IN PROGRESS</b>	<b>NO</b>	<b>POTENTIAL PRIORITY</b>
24. Are adult-height diaper changing tables used?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Are there small, stable stepladders, stairs or similar equipment to encourage children to climb to the changing table?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Are adult-size furniture/chairs used that eliminates awkward sitting and working positions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Are staff trained to use proper posture techniques by:				
<input type="checkbox"/> Squatting and lifting with legs to stand? <input type="checkbox"/> When sitting on the floor, having their back against the wall for firm support? <input type="checkbox"/> Avoid sitting or standing for a long period? <input type="checkbox"/> Squatting or kneeling instead of bending forward and down from the waist?				
28. Are staff trained to use proper lifting technique by:				
<input type="checkbox"/> Giving him/herself a firm base of support, with feet shoulder-width apart and one foot next to the child they are lifting and the other slightly back? <input type="checkbox"/> Squatting down by bending at the knees, not the waist? <input type="checkbox"/> Having a comfortable hold on the child before he/she begins to lift? <input type="checkbox"/> Using his/her legs to lift slowly and smoothly?				

**\*Ergonomics:** Safety measures put in place to prevent injury – i.e. proper lifting techniques when lifting children, adults not sitting in child-size chairs, etc.

**Comments:**

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STRESS MANAGEMENT COMPONENT	YES	NO	POTENTIAL PRIORITY
<b>In an effort to decrease or eliminate stress in the workplace, whenever possible, do you have:</b>			
29. Someone on call so staff can take a break from direct care?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. A pleasant, comfortable space for breaks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Regularly scheduled exercise breaks for staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Regular staff meetings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Involvement of staff in program decisions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Volunteers during busiest times of the day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. A limit to the number of children for which staff are responsible?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Resources staff can utilize to help cope with their stress? (i.e. list of qualified counselors trained in stress management)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Opportunities for staff to socialize with one another during fun activities that are not work related? (i.e. – group outings to baseball games, bowling, picnics)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

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PREVENTATIVE MEASURES	YES	NO	POTENTIAL PRIORITY
38. Do you encourage staff to stay up to date on CDC recommended adult vaccinations, including Tdap booster, annual influenza vaccination and Pneumococcal vaccine (for staff 65 years and over)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Are staff trained on all chemicals present in the workplace?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

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**Over the duration of this program, what do you feel were the most positive/strongest outcomes related to staff wellness and safety?**

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# Staff Safety and Wellness Action Planning Document

*Purpose: To assist child care center director in planning and developing program specific goals*

*When to use: Upon completion of Initial Environmental Self-Assessment and receiving completed staff safety and wellness interest surveys*

**Facility name:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Target date for evaluation:** \_\_\_\_\_

## Areas for improvement/Specific goals:

SELF-ASSESSMENT AREA	GOALS	TARGET DATE FOR COMPLETION
<b>Environmental changes</b>	1. 2. 3.	
<b>Programming</b>	4. 5. 6.	
<b>Policy</b>	7. 8. 9.	
<b>Additional area</b>	10. 11. 12.	

**GOAL 1:**

ACTIONS TO REACH ABOVE GOAL	PERSONS INVOLVED	TARGET DATE FOR COMPLETION

**GOAL 2:**

ACTIONS TO REACH ABOVE GOAL	PERSONS INVOLVED	TARGET DATE FOR COMPLETION

**Goal 3:**

ACTIONS TO REACH ABOVE GOAL	PERSONS INVOLVED	TARGET DATE FOR COMPLETION

**Goal 4:**

ACTIONS TO REACH ABOVE GOAL	PERSONS INVOLVED	TARGET DATE FOR COMPLETION

**Additional notes:**

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# Employee Wellness Interest Survey

*Purpose: To assess child care center staff's safety and wellness interests to assist the child care center director with development of program goals*

*When to use: In conjunction with the Initial Environmental Self-Assessment completed by the child care center director*

Dear Employee,

Your health is important to us, and we would like to learn more about your interest in participating in worksite wellness programs. Please complete the following Employee Wellness Interest Survey to help us better understand your health and wellness needs. Your participation is voluntary, and all responses are anonymous. Thank you for taking the time to provide us with your feedback!

1. Would you take part in a wellness program if offered to you at work?

- Yes
- No
- Maybe

2. Please rate your interest in the following areas:

TOPIC	NOT INTERESTED	ONLY SLIGHTLY INTERESTED	NO OPINION	SOMEWHAT INTERESTED	VERY INTERESTED
Blood pressure	1	2	3	4	5
Diabetes	1	2	3	4	5
Healthy eating/cooking	1	2	3	4	5
Heart health	1	2	3	4	5
Injury prevention	1	2	3	4	5
Men's health	1	2	3	4	5
Mental health/ Mindfulness	1	2	3	4	5
Physical activity	1	2	3	4	5
Smoking cessation	1	2	3	4	5
Stress management	1	2	3	4	5



Understanding health insurance	1	2	3	4	5
Walking program	1	2	3	4	5
Weight management	1	2	3	4	5
Women's health	1	2	3	4	5
Work/life balance	1	2	3	4	5

3. Please indicate what screening test(s) or preventative activity you would participate in if offered at your worksite. (Check all that apply.)

- Blood pressure screening
- Flu or Tdap vaccination
- Body fat screening
- Cholesterol screening
- Hearing screening
- Glucose screening
- Mammogram van
- Vision screening
- None. I am not interested in any screenings

4. How would you like to learn about health and wellness information? (Check up to three answers.)

- |                                                |                                                           |
|------------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> Health screenings     | <input type="checkbox"/> Health counseling or coaching    |
| <input type="checkbox"/> Health fairs          | <input type="checkbox"/> Workshops                        |
| <input type="checkbox"/> Online learning       | <input type="checkbox"/> Audio visual materials           |
| <input type="checkbox"/> Group programs        | <input type="checkbox"/> Books or other printed materials |
| <input type="checkbox"/> One-on-one counseling | <input type="checkbox"/> Educational displays             |

5. What day of the week would you be most likely to participate in a wellness program? (Check up to two answers.)

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Weekend

6. What time of day would you be most likely to participate in a wellness program? (Check only one answer.)
- A.M. (before work)
  - P.M. (after work)
  - Lunch time
  - Any time of day
7. How long should a health or wellness activity last? (Check only one answer.)
- 20 minutes
  - 30 minutes
  - 45 minutes
  - 60 minutes
8. How would you prefer to receive information about wellness events? (Check only one answer.)
- Printed materials (Flyers, posters, memos)
  - E-mail
  - Workplace meetings
  - Other: \_\_\_\_\_
9. What are barriers that might prevent you from participating in wellness activities? (Check all that apply.)
- Inconvenient time or location
  - Lack of time
  - Privacy concerns
  - Confidentiality concerns
  - My job duties would not allow me to participate
  - Not interested
  - Other: \_\_\_\_\_
10. Which of the following categories best describes you? (Check only one answer.)
- I am not interested in making health-related behavior changes.
  - I have been thinking about making health-related behavior changes.
  - I am planning on making health-related behavior changes within the next 30 days.
  - I have made health-related behavior changes, but I have trouble maintaining those changes.
  - I have an active and healthy lifestyle.

11. I am satisfied with my current state of health.

- Yes
- No

12. Do you believe that good nutrition and regular physical activity can lead to better work productivity?

- Yes
- No
- I'm not sure

13. Would you use resources provided at work about health and wellness issues such as books, videos or recipes?

- Yes, I would use these resources on a regular basis.
- Yes, I might use these resources occasionally.
- I probably would not use these resources.
- No, I would not use these resources at all.

14. I would buy healthy snacks during the day if they were available at work. (Yogurt, fresh fruits, dried fruit, 100% juice, etc.)

- Yes
- No

15. I would eat fresh fruit if it was available during staff meetings.

- Yes
- No

16. I would take part in physical activities such as stretching or walking if there was a safe place to do it at my worksite.

- Yes
- No

17. I would participate in group activities encouraging healthy eating and exercise if offered at my worksite.

- Yes
- No

18. Please explain how your worksite could better help you make healthy choices.

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19. Please explain how your worksite could create a healthier overall environment.

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20. How can your worksite help employees be more physically active?

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21. How can your worksite help employees eat healthier?

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22. How can your worksite help employees reduce their stress levels?

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23. What would motivate you to take part in worksite health and wellness programs?

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24. Background Information

Gender:

- Male
- Female
- Prefer to self-describe: \_\_\_\_\_
- Prefer not to answer

Age:

- 18 – 30
- 31 – 40
- 41 – 50
- 51 +

**Thank you for your participation!**

# Staff Safety/Wellness TRAINING Survey

*Purpose: To assist director and Total Worker Health staff to determine specific topics to cover during the staff training*

*When to use: In conjunction with, or soon after the staff safety/wellness interest survey*

**Center name** \_\_\_\_\_

1. To help us tailor a staff training, please select the wellness/safety areas that you are most interested in learning about or participating in. **Please select all that apply.**

- Worksite wellness program information
- Staff wellness policy development
- Nutrition information
- Physical activity information
- Stress management
- Health fair at training to offer:
  - Blood pressure screening
  - Free Tdap (tetanus, diphtheria and pertussis) and flu shots
  - Ergonomics information (*Safety measures put in place to prevent injury – i.e. proper lifting techniques when lifting children, adults not sitting in child-size chairs, etc.*)
- Tobacco cessation information
- Monthly messages on health and safety

Other topics of interest related to employee health or safety:

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**Child Care center staff:** *please return this completed survey to your director.*

**Child Care center director:** *collect all surveys for analysis*

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Northern Kentucky Health Department 2022. *Total Worker Health: Worksite Wellness and Safety in the Child Care Setting*.

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Vanderbilt University – Health and Wellness. <http://healthandwellness.vanderbilt.edu/work-life/>