



FLORIDA DEPARTMENT OF CHILDREN & FAMILIES



CHILD CARE SERVICES STUDY GUIDE FOR

Health, Safety and Nutrition

The Department of Children and Families (DCF) would like to extend congratulations on your recent completion of its course, Health, Safety, and Nutrition. It is hoped that you enjoyed the experience and are ready to apply your new skills in the workforce.

Now that you have completed Health, Safety, and Nutrition, please consider registering for other DCF courses.

For more information on training and licensing requirements, please visit the Department of Children and Families' Web site at www.myflorida.com/childcare/.

How to use this study guide

This study guide will assist you in preparing for DCF's Health, Safety, and Nutrition competency exam. Please be aware that this study guide does not replace the participant's guide you used during the course. You are encouraged to use your participant's guide to study for the exam. This study guide will help you focus your studies. However, it does not contain the specific questions and answers you will see on the exam. Use this study guide, and the key points, and objectives in your participant's guide to prepare for your exam.

5 Tips to Help You Get the Most from Your Study Time

#1 Budget your time.

Make sure you have time to study and review your work both during the course and before the exam.

#2 Set aside time immediately after class to start your review.

This is the best time to review your notes and identify if you have any questions concerning the material presented in the course. The night before the exam would be too late for this step.

#3 Review all material again before the exam.

Organize all of your class notes and other material you may have received during the course sessions. Pay specific attention to your participant's guide.

#4 Create your own study guide.

Organize your notes into key ideas and other information you want to remember on one sheet of paper. If you need more than one sheet, that's all right, but try to keep the ideas organized, brief, and to the point.

#5 Space out your studying.

You will learn more if you study a little each day rather than trying to "cram" all the information into your head the night before the exam. Studying a little each day will help the material stay in your long-term memory.

10 Tips for Success on Your Competency Exam

#1 Take care of your personal needs.

Make sure you rest well the night before the exam. Eat before taking your exam; do not take the exam hungry. Leave enough time to take care of all your personal needs before the exam so that you can concentrate during the exam.

#2 Be well-prepared.

Being well-prepared, and arriving early will reduce anxiety. Bring at least two #2 pencils, a photo ID and the confirmation letter you received after you registered.

#3 Listen carefully, read the instructions and ask questions if you don't understand.

It is important to listen carefully to the directions you are given. Read the instructions carefully, and ask questions if you do not understand them.

#4 Read through the entire exam.

Read through the entire exam first to get a feel for the exam. Pay attention to how it is structured and how the questions are written.

#5 Tips for multiple choice questions.

Read the question first. Eliminate answers you know are not correct. If you do not know an answer, try to guess.

#6 Do the easy questions first.

Do the easy questions first and then go on to harder questions or questions that require additional thought. This strategy will help ensure that you answer all the questions you know before you go on to the challenging questions. This strategy also helps build your confidence.

#7 Have a problem with a question? Skip it!

If you have a problem with a question, skip it and come back to it later. Just as you worked on the “easy” questions first, it is important that you not get “stuck” on one question and that you use your time answering questions you can.

#8 Read all options.

Be sure that you read all of your choices before selecting an answer.

#9 Stay focused.

Don't let your mind wander or worry about other students who may be completing an exam before you do. Stay focused and work on one question at a time.

#10 Before you turn in your exam, check your work.

Make sure you have answered all the questions. Double check!

This is an example of the Scantron sheet you will use when taking the exam for this course.

State of Florida
 Department of Children and Families
 Child Care Program Office
 Child Care Competency Examinations

Student Identification Code:


| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |


Name: _____
 (Please print your full name)

Date: _____

Marking Instructions:

- Use a No. 2 pencil or blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the circle completely.
- Make no stray marks on this form.
- Do not fold, tear, or mutilate this form.


 CORRECT MARK


 INCORRECT MARKS

Test Code

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |

Booklet Number: _____

| | | | |
|---------------------|---------------------|---------------------|---------------------|
| 1. (A) (B) (C) (D) | 11. (A) (B) (C) (D) | 21. (A) (B) (C) (D) | 31. (A) (B) (C) (D) |
| 2. (A) (B) (C) (D) | 12. (A) (B) (C) (D) | 22. (A) (B) (C) (D) | 32. (A) (B) (C) (D) |
| 3. (A) (B) (C) (D) | 13. (A) (B) (C) (D) | 23. (A) (B) (C) (D) | 33. (A) (B) (C) (D) |
| 4. (A) (B) (C) (D) | 14. (A) (B) (C) (D) | 24. (A) (B) (C) (D) | 34. (A) (B) (C) (D) |
| 5. (A) (B) (C) (D) | 15. (A) (B) (C) (D) | 25. (A) (B) (C) (D) | 35. (A) (B) (C) (D) |
| 6. (A) (B) (C) (D) | 16. (A) (B) (C) (D) | 26. (A) (B) (C) (D) | 36. (A) (B) (C) (D) |
| 7. (A) (B) (C) (D) | 17. (A) (B) (C) (D) | 27. (A) (B) (C) (D) | 37. (A) (B) (C) (D) |
| 8. (A) (B) (C) (D) | 18. (A) (B) (C) (D) | 28. (A) (B) (C) (D) | 38. (A) (B) (C) (D) |
| 9. (A) (B) (C) (D) | 19. (A) (B) (C) (D) | 29. (A) (B) (C) (D) | 39. (A) (B) (C) (D) |
| 10. (A) (B) (C) (D) | 20. (A) (B) (C) (D) | 30. (A) (B) (C) (D) | 40. (A) (B) (C) (D) |

Module 1: A Healthy Environment

1. Explain why written policies are important in maintaining a safe and healthy child care program.

2. Identify the characteristics of a healthy child care environment.

3. List the three A's of a healthy child and describe each briefly.

4. List some of the most common signs and symptoms you might see in a child who is experiencing illness while in your care.

5. Draw a line from each ailment to the corresponding description of symptoms.

| | |
|-----------------|---|
| Heat Exhaustion | Occurs because of prolonged exposure to very hot conditions. The mechanism in the brain that regulates body temperature stops functioning, and the body's temperature rapidly rises to 104 degrees Fahrenheit. The person becomes flushed, with hot, dry skin and a strong, rapid pulse. He or she quickly becomes confused or unconscious. |
| Heat Stroke | Dry to very dry mouth. Little or no tears when crying. Less active than usual, or very fussy. Infant will wet less than 6 diapers a day; a child will make fewer trips to the restroom than he normally does. Eyes are sunken. Hands and feet are cool and blotchy. Pulse may seem weak and fast. Child will not urinate for hours. |
| Dehydration | Symptoms may include excessive sweating and a rapid pulse rate. Other symptoms may include: cool, moist skin, dizziness, faintness, muscle cramps, headache, and nausea. |

6. Write the name of the appropriate type of germ that corresponds with each description. The four types of germs are: bacteria, virus, fungi and parasites.

| | |
|--|--|
| | Grow best in warm, moist places. Can causes athlete's foot and ringworm. Effective medication is available. Medications work best when conditions favorable to fungal growth are removed. |
| | Smaller than bacteria. Grow only in living cells. Can cause colds, chicken pox, measles, German measles, mumps. Antibiotics have no effect. Rest is the best action; body fights better when rested. Vaccines against common ones are available. |
| | Small organisms seen with an ordinary microscope. Can causes strep throat, impetigo, Pink eye, and some pneumonia. Antibiotics help stop growth. |
| | Organisms that live on or in animals and people. Common examples include pinworms, roundworms, head lice. Effective medications are available for most. |

7. List the four methods through which diseases are transmitted.

- 1.
- 2.
- 3.
- 4.

8. List three ways of preventing communicable disease.

- 1.
- 2.
- 3.

9. Define the term Standard Precautions and give three examples of how to use it in a child care program.

10. Explain how isolation and immunization can be used to control communicable disease.

11. List items that should be sanitized as often as possible.

12. Describe the appropriate handwashing technique used to prevent the spread of germs.

13. List at least 3 safe and sanitary food habits for each food safety category.

Special Requirements and Prohibited Foods

- 1. _____
- 2. _____
- 3. _____

Food Preparation/Serving Areas

- 1. _____
- 2. _____
- 3. _____

Food Handling

- 1. _____
- 2. _____
- 3. _____

Food Temperatures

- 1. _____
- 2. _____
- 3. _____

Food Storage

- 1. _____
- 2. _____
- 3. _____

14. Describe procedures and guidelines you would follow to accept, store, administer, and document medications in your program.

Module 2: A Safe Environment

15. What are some of the basic characteristics of a safe child care environment?

16. How can you help to prevent poisoning in children enrolled in your child care program?

17. Describe how a professional child care provider should react when a child in his or her care is injured.

18. How can a caregiver help to prevent accidents?

19. Describe emergency procedures you would implement in a child care program.

20. List some examples of best practices for transportation safety.

Module 3: Children and Nutrition

21. Describe how basic nutritional needs of babies, toddlers, and preschoolers must be met.

22. Describe a plan to provide appropriate nutritional benefits to the children in your care.

23. Explain the roles of the adult and the child during mealtime.

24. List some foods that are potentially dangerous for children.

25. If a choking incident occurs in your child care program, what should you do? What should you avoid doing?
