



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

Name: _____
 (Please print your full name)

Date: _____

This is the 5-digit number located on the upper left hand corner of your test booklet (e.g. 01003).

This is the test booklet number located on the bottom of your test booklet.

Booklet Number: _____

Print your student identification number here and fill in the corresponding bubble.

Example: 4

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

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

| | | | |
|---------------------|---------------------|---------------------|---------------------|
| 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. From the section titled, “What are the Qualities of a Healthy Environment?” explain why written policies are important in maintaining a safe and healthy childcare facility.

2. From the section titled, “What are the Qualities of a Healthy Child?” list the three A’s of a healthy child. Describe each briefly.

5. 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. |

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

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

7. List three ways of preventing communicable disease.

- 1.
- 2.
- 3.

8. From the section on Universal Precautions, define “Universal Precautions.” Give three examples of how to use Universal Precautions in a child care program.

9. From the section titled, “The Role of Sanitation in Preventing Illness,” list items that should be sanitized as often as possible.

10. From the section titled, "Food Safety", 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. _____

11. From the section titled, "The Role of Administering Medicine in Preventing Illness," describe procedures you would follow to administer medicine to a child enrolled in your program.

Module 2: A Safe Environment

12. From the section titled, “The Elements of a Safe Environment,” what are some of the basic characteristics of a safe child care environment?

13. From the section titled, “Poisoning,” how can you help to prevent poisoning in children enrolled in your child care program?

14. From the section titled, "Psychological Support for Injured Children," describe how a professional child care provider should react when a child in his or her care is injured.

15. From the section titled, "Preventing Injury and Accidents," how can a caregiver help to prevent accidents?

16. From the section titled, “Emergency Procedures,” describe procedures you would include in a monthly fire drill.

17. From the section titled, “Car Seats, Safety Belts, and the Law,” list 5 “best practices” for transportation safety.

Module 3: Children and Nutrition

18. From the section titled, "Physical Development and Nutrition," "Good Nutrition Starts with Good Eating Habits," and "Feeding Guidelines for Babies Up to One Year of Age," describe how basic nutritional needs of babies, toddlers, and young children must be met.

19. From the section titled, "MyPlate," describe how to determine caloric needs and USDA recommended amounts of each food group.

20. From the section titled, “The Roles of Adult and Child at Mealtime,” explain the roles of the adult and the child.

21. From the section titled, “Inappropriate Foods,” list 3 different age groups, and some foods that are inappropriate for them.

22. From the section titled, “Choking,” you learned that it is as important to know what not to do for a choking child as well as what to do. What should you do? What should you avoid doing?
