1-22-2014

Circle Time Health Curriculum Designed for Pre-Schoolers

Angela Doswell
Laura Griesinger
David Hermel
Bharath Krishnamurthy
Josephine Stout

See next page for additional authors

Follow this and additional works at: https://scholarworks.uvm.edu/comphp_gallery

Part of the Community Health and Preventive Medicine Commons, and the Health Services Research Commons

Recommended Citation
Doswell, Angela; Griesinger, Laura; Hermel, David; Krishnamurthy, Bharath; Stout, Josephine; Stratzt, Daniel; Teh, Philrich; Valitchka, Elizabeth; Fink, Jennifer; and Nicholas, Cate, "Circle Time Health Curriculum Designed for Pre-Schoolers" (2014). Public Health Projects, 2008-present. 198.
https://scholarworks.uvm.edu/comphp_gallery/198

This Article is brought to you for free and open access by the Public Health Projects, University of Vermont College of Medicine at ScholarWorks @ UVM. It has been accepted for inclusion in Public Health Projects, 2008-present by an authorized administrator of ScholarWorks @ UVM. For more information, please contact donna.omalley@uvm.edu.
Introduction

• Ensuring the physical, social, and mental health of young children necessitates access to and active involvement in regular well-child doctor visits.
• Over 20% of low-income, Head Start eligible children in Chittenden County are not up-to-date on regular exams (J. Fink, personal communication, December 5, 2013).
• Barriers to active cooperation from parents and children in health care include a lack of familiarity and comfort with what occurs in well-child visits.
• Working in conjunction with Champlain Valley Head Start, we set out to implement a curriculum for primarily low-income children ages 3-5 throughout Chittenden County geared at familiarizing children with what goes on in annual doctor check-ups.

Methods

• Circle Time curriculum was developed based on best practice in the literature for pre-K curriculum and observation of Tooth Tutor curriculum.
• The curriculum involved medical students presenting hands-on with prop medical devices to teach children their intended use. Ten (10) out of 15 classrooms in Chittenden County received it. The tools were selected to demonstrate a standard well child visit. Surveys were distributed in all 10 classrooms to all teachers both before and after the Circle Times were performed.
• Surveys looked at both quantitative changes to children’s attitudes (perceived by teachers) and qualitative feedback from the teachers.
• Results were analyzed using Microsoft Excel. Survey responses were numerically categorized (strongly disagree = 0, disagree = 1, agree = 2, strongly agree = 3). Responses from each classroom were averaged together.

Results

Results

Discussion/Conclusion

• Our Circle Time curriculum appears to have achieved its desired outcomes in terms of improving children’s understanding of well child exams.
• While teachers reported improvements in children’s comfort and knowledge, some still stated that they felt the curriculum was not as effective as it could have been.
• From these responses, we identified a need to clarify our survey questions, alter our curriculum to make it more accessible and engaging for our young audience, and potentially tailor part of the curriculum to meet the needs of the ESL student population.
• Overall, this project provides a strong foundation on which to build further Circle Time curricula that can be used to improve the prevalence of well child care among Head Start children.

References