

The content for this face-to-face training parallels the content in the online version, and it provides additional practice activities. The activities have been developed to engage participants and make learning fun. Trainers/facilitators can adapt or adopt the activities below to suit their training needs and timeframe.

List of Games/Activities

Activity	Title	Objective
1	Waste Categories <i>Option 1: Pitching In</i> <i>Option 2: Waste Categories Worksheet</i> <i>Option 3: Where Does It Belong?</i>	To identify the different waste categories and appropriate disposal methods.
2	Waste Handling and Linen Management <i>Option 1: Was It Right?</i> <i>Option 2: Waste Handling and Linen Management Card Game</i>	To identify appropriate and inappropriate waste handling and linen management practices.
3	Control of the Environment Board Game	To consolidate and reinforce good practices of control of the environment.
4	Control of the Environment Role Play	To discuss how infections can be prevented and controlled by accommodation, barriers and hand hygiene equipment.

Activity 1: Waste Categories

Option 1: Pitching In

Objective

To identify the different waste categories and appropriate disposal methods.

Materials/props

- One set of coloured envelopes/plastic bags (one red; one yellow; one green, black or clear; and one marked “Sharps Container”) per team.
- One set of Waste Items Cards per team.
- Activity 1 Feedback/Answers.

Preparation

- Prepare the envelopes/plastic bags for each team.
- Print the Waste Items Cards for each team.
- Print the Activity 1 Feedback/Answers for each team.

Details

- Help the participants to form teams of three or four.
- Give a set of cards and envelopes/bags to each team.
- Ask participants to sort the cards into the appropriate envelopes/bags.
- When a team finishes, give them the Activity 1 Feedback/Answers to check their answers.
- Discuss the results, using the Activity 1 Feedback/Answers for reference.

Notes to trainers/facilitators:

- You may select or create cards to meet the participants’ needs.
- You may also choose to create cards with images that are pertinent to participants.
- This activity can be timed; and the team that categorizes the waste items correctly in the shortest time wins.

Waste Items Cards

Empty IV bag	Broken glass	Cotton-tipped swabs	Used disinfectant wipes
Soiled gauze	Fingernail clippings	Disposable sheath for thermometers	Used disposable gown
Tongue depressor	Suture needle	Empty, used urinary catheter bag	Used disposable face shield
Blood glucose test strip for diabetes	Used injection needle	Extremely saturated wound dressing	Used pair of disposable goggles
Urine test strip	Used lancet	Soiled infant diapers	Disposable suction containers with body fluid
Used mask	Large sponge dripping with blood	Brief from an incontinent resident	Human tissue from biopsy
Used razor	Human organ	IV tubing	Used large blood spill kit
Used facial tissue	Expired bottle of alcohol-based hand rub		

Activity 1: Waste Categories

Option 2: Waste Categories Worksheet

Objective

To identify the different waste categories and appropriate disposal methods.

Materials/props

- Waste Categories Worksheet.
- Pens or pencils.
- Activity 1 Feedback/Answers.

Preparation

- Print sufficient copies of the worksheet.
- Gather pens or pencils.
- Prepare Activity 1 Feedback/Answers for projection onscreen, or print copies for distribution.

Details

- Distribute the worksheet to participants.
- Ask participants to indicate the appropriate disposal method for each waste item using a “✓”.
- Discuss the results using the Activity 1 Feedback/Answers as a reference.

Notes to trainers/facilitators

- This is an alternative to “Pitching In” and “Where Does It Belong”.
- This is a paper-based activity.
- This activity can be done individually or in pairs.
- The Activity 1 Feedback/Answers can be projected onscreen or printed and distributed.

Waste Categories Worksheet

Put a "✓" in the appropriate cell.

Waste Item	Red Bag	Yellow Bag	Green/ Black/Clear Bag	Sharps Container
Empty IV bag				
Soiled gauze				
Tongue depressor				
Blood glucose test strip for diabetes				
Urine test strip				
Used mask				
Used razor				
Cotton-tipped swabs				
Disposable sheath for thermometers				
Empty, used urinary catheter bag				
Extremely saturated wound dressing				
Soiled infant diapers				
Brief from an incontinent resident				
IV tubing				
Used facial tissue				
Broken glass				
Fingernail clippings				
Suture needle				
Used injection needle				
Used lancet				
Large sponge dripping with blood				
Human organ				
Used disinfectant wipes				
Used disposable gown				
Used disposable face shield				
Used pair of disposable goggles				
Disposable suction containers with body fluid				
Human tissue from biopsy				
Used large blood spill kit				
Expired bottle of alcohol-based hand rub				

Activity 1: Waste Categories

Option 3: Where Does It Belong?

Objective

To identify the different waste categories and appropriate disposal methods.

Materials/props

- Three pieces of coloured paper (one red, one yellow, one green or black).
- A large image of a puncture-resistant sharps container.
- Waste Items Cards (see Option 1).
- Activity 1 Feedback/Answers.

Preparation

- Prepare the coloured paper/image and the Waste Items Cards.
- Prepare Activity 1 Feedback/Answers for projection onscreen.

Details

- Post the pieces of coloured paper and the image of the sharps container in different parts of the room.
- Shuffle the Waste Items Cards.
- Give each participant a card.
- Ask participants to take their Waste Item Card to its appropriate disposal area.
- Project the Activity 1 Feedback/Answers for checking of results.
- Ask participants in the wrong spot to move to the centre of the room.
- Discuss the results, using the Activity 1 Feedback/Answers for reference.

Notes to trainers/facilitators:

- This is an alternative to “Pitching In” and “Waste Categories Worksheet.” Use the cards from “Pitching in.”
- This is a group activity. Group size should not exceed 30 unless you develop additional waste item cards.
- This activity is especially good for kinesthetic learners (those who learn by doing).
- Any new cards you develop should belong to different waste categories.

Activity 1 Feedback/Answers (Options 1, 2 and 3)

Waste Item	Red Bag	Yellow Bag	Green/ Black/Clear Bag	Sharps Container
Empty IV bag			✓	
Soiled gauze			✓	
Tongue depressor			✓	
Blood glucose test strip for diabetes			✓	
Urine test strip			✓	
Used mask			✓	
Used razor				✓
Cotton-tipped swabs			✓	
Disposable sheath for thermometers			✓	
Empty, used urinary catheter bag			✓	
Extremely saturated wound dressing		✓		
Soiled infant diapers			✓	
Brief from an incontinent resident			✓	
IV tubing			✓	
Used facial tissue			✓	
Broken glass				✓
Fingernail clippings			✓	
Suture needle				✓
Used injection needle				✓
Used lancet				✓
Large sponge dripping with blood	✓			
Human organ	✓			
Used disinfectant wipes			✓	
Used disposable gown			✓	
Used disposable face shield			✓	
Used pair of disposable goggles			✓	
Disposable suction containers with body fluid		✓		
Human tissue from biopsy	✓			
Used large blood spill kit		✓		
Expired bottle of alcohol-based hand rub			✓	

Activity 2: Waste Handling and Linen Management

Option 1: Was It Right?

Objective

To identify appropriate and inappropriate waste handling and linen management practices.

Materials/props

- Waste Handling and Linen Management Worksheet.
- Pens and pencils.
- Activity 2 Feedback/Answers.

Preparation

- Print sufficient copies of the worksheet.
- Gather pens or pencils.
- Prepare Activity 2 Feedback/Answers for projection onscreen, or print copies for distribution.

Details

- Distribute the Waste Handling and Linen Management Worksheets.
- Ask participants to indicate on the worksheet whether the behaviour is appropriate or inappropriate.
- Ask participants to explain their choice in the Feedback/Explanation column.
- Discuss the results, using the Activity 2 Feedback/Answers for reference.

Notes to trainers/facilitators

- This activity can be done in pairs or teams of three to four.
- Encourage participants to discuss the comments they provided in the “Feedback/Explanation” column.
- The Activity 2 Feedback/Answers can be projected onscreen or printed and distributed.

Was It Right? Worksheet

You observe the following behaviours in your workplace. Indicate with a “✓” whether the behaviour is appropriate or inappropriate, and then provide your feedback/explanation in the right-hand column.

Your Observation	Appropriate	Inappropriate	Feedback/Explanation
A health care provider put on a pair of gloves before collecting garbage from a room.			
A health care provider placed a disposable used suction container in a green bag.			
A health care provider dropped a test tube. The broken glass was put in a yellow bag.			
A health care provider removed a used brief from a patient/resident room and carried it to the dirty utility room at the end of the hallway.			
A health care provider double-bagged waste.			
A health care provider tried to squeeze items into a garbage bag that was more than $\frac{3}{4}$ full.			
A health care provider left a garbage bag open when she transferred it to the garbage collection room.			
After handling soiled linen, a health care provider removed her gloves and washed her hands.			
A health care provider held soiled linen close to his body.			
A health care provider rolled up soiled linen and put it on the floor.			
A health care provider gently put soiled linen into a hamper.			
A health care provider put a used syringe in a sharps container.			

Activity 2: Waste Handling and Linen Management

Option 2: Waste Handling and Linen Management Card Game

Objective

To identify appropriate and inappropriate waste handling and linen management practices.

Materials/props

- Waste Handling and Linen Management Cards.
- Activity 2 Feedback/Answers.

Preparation

- Prepare one set of cards for each team.
- Prepare Activity 2 Feedback/Answers for projection onscreen, or print copies for distribution.

Details

- Help the participants to form teams of three.
- Place the Waste Handling and Linen Management Cards in the middle of the table.
- Ask participants to take turns drawing a card from the deck.
- Have each participant read out the card, decide if it's appropriate or inappropriate and explain why.
- Discuss the results, using the Activity 2 Feedback/Answers as a reference.

Notes to trainers/facilitators

- This is an alternative to the Was It Right? Worksheet.
- The ideal team size is three. If you decide to have more than four in a team, you will need to create more cards.
- Ask participants to explain their decision, even if the they say behaviour is appropriate.
- The Activity 2 Feedback/Answers can be projected onscreen or printed and distributed.

Waste Handling and Linen Management Cards

<p>A health care provider put on a pair of gloves before collecting garbage from a room.</p>	<p>A health care provider left a garbage bag open when she transferred it to the garbage collection room.</p>
<p>A health care provider put in a disposable used suction container in a green garbage bag.</p>	<p>After handling soiled linen, a health care provider removed her gloves and washed her hands.</p>
<p>A health care provider dropped a test tube. The broken glass was put in a yellow bag.</p>	<p>A health care provider held soiled linen close to his body.</p>
<p>A health care provider removed a used brief from a patient/resident room and carried it to the dirty utility room at the end of the hallway.</p>	<p>A health care provider rolled up soiled linen and put it on the floor.</p>
<p>A health care provider double-bagged waste.</p>	<p>A health care provider gently put soiled linen into a hamper.</p>
<p>A health care provider tried to squeeze items into a garbage bag that was more than $\frac{3}{4}$ full.</p>	<p>A health care provider put a used syringe in a sharps container.</p>

Activity 2 Feedback/Answers (Options 1 and 2)

Your Observation	Appropriate	Inappropriate	Feedback/Explanation
A health care provider put on a pair of gloves before collecting garbage from a room.	✓		According to Routine Practices, your risk assessment determines when you need to use PPE. To protect your hands, you would need to wear gloves.
A health care provider placed a disposable used suction container into a green bag.		✓	Substances in a suction container should not be treated as general waste. A yellow bag should be used.
A health care provider dropped a test tube. The broken glass was put in a yellow bag.		✓	Broken glass must be discarded in a puncture-resistant sharps container.
A health care provider removed a used brief from a patient/resident room and carried it to the dirty utility room at the end of the hallway.		✓	The used brief should be placed in a green/black/clear bag at point-of-care.
A health care provider double-bagged waste.		✓	Double-bagging is not necessary.
A health care provider tried to squeeze items into a garbage bag that was more than $\frac{3}{4}$ full.		✓	Garbage bags should be tied when $\frac{3}{4}$ full, and never compressed.
A health care provider left a garbage bag open when she transferred it to the garbage collection room.		✓	Garbage bags should be tied properly before transportation.
After handling soiled linen, a health care provider removed her gloves and washed her hands.	✓		Hand hygiene is important after the removal of gloves.
A health care provider held soiled linen close to his body.		✓	The health care provider may have contaminated his uniform or clothing.
A health care provider rolled up soiled linen and put it on the floor.		✓	Linen should never be put on the floor.
A health care provider gently put soiled linen into a hamper.	✓		Soiled linen should be put gently into a linen hamper to avoid contaminating the environment.
A health care provider put a used syringe into a sharps container.	✓		Any used syringe must be discarded in a puncture-resistant sharps container.

Activity 3: Control of the Environment Board Game

Objective

To consolidate and reinforce good practices of control of environment.

Materials/props

- Cards, dice and game board.
- Small prizes (e.g. candies, bookmarks, ball pens).
- Small items/game pieces for different players (e.g. different-coloured paper clips, erasers, elastic bands, bread tags, coins etc.).

Preparation

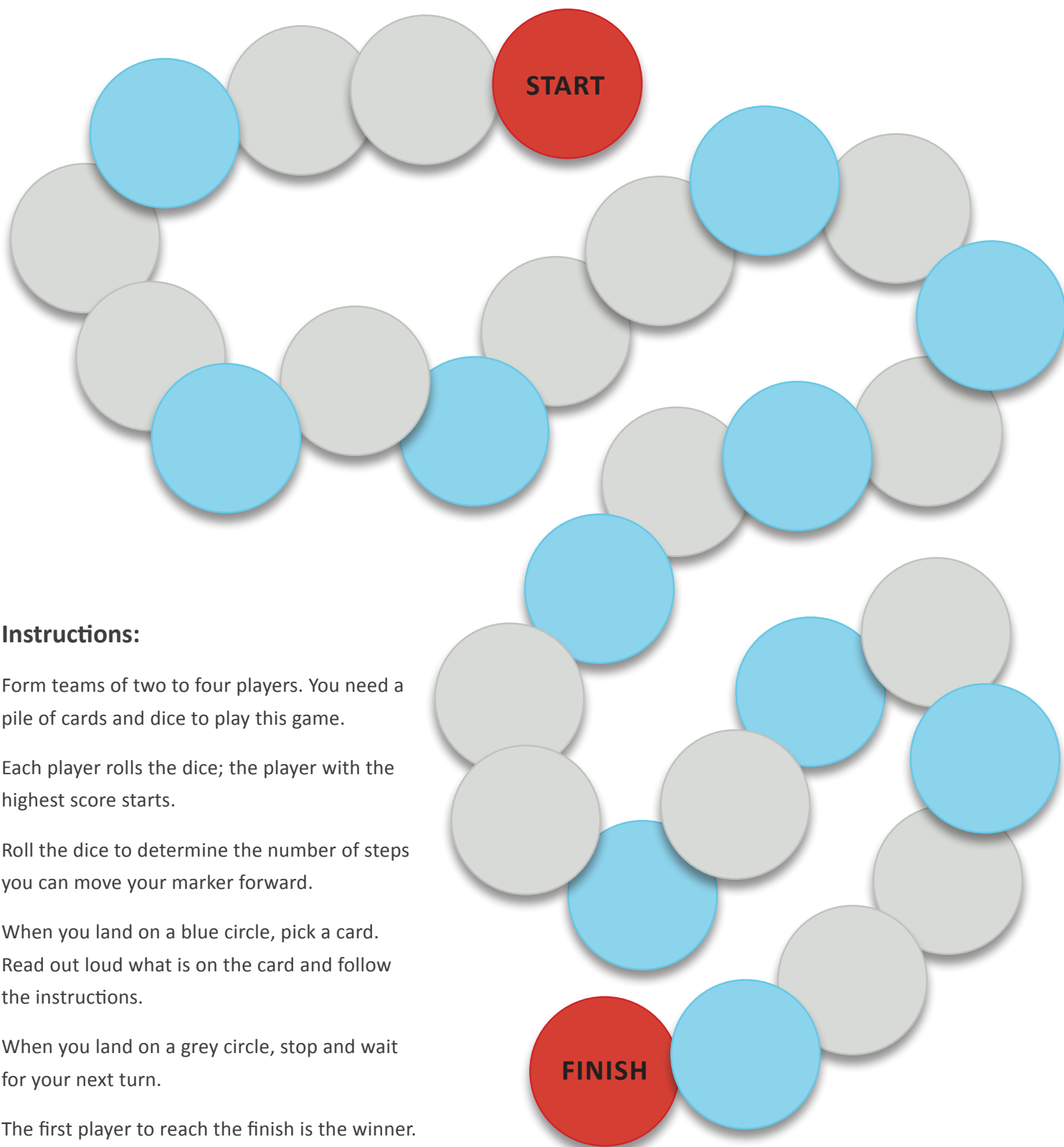
- Print the game board on a large piece of paper.
- Prepare the other materials/props.

Details

- Help the participants to form teams of two to four.
- Distribute a set of Control of the Environment Board Game Cards, dice, small items/game pieces and a game board to each team.
- Instruct participants on how to play the game.
- Collect everything from the teams when they have a winner.

Notes to trainers/facilitators

- This is a consolidation activity for the Control of the Environment component.
- Each player must be given a different marker.
- If possible, print the game board on a large piece of paper and have it laminated.
- The game can stop when each team has a winner, or when all players have reached the finish.



Instructions:

Form teams of two to four players. You need a pile of cards and dice to play this game.

Each player rolls the dice; the player with the highest score starts.

Roll the dice to determine the number of steps you can move your marker forward.

When you land on a blue circle, pick a card. Read out loud what is on the card and follow the instructions.

When you land on a grey circle, stop and wait for your next turn.

The first player to reach the finish is the winner.

Control of the Environment Board Game Cards

<p>You performed proper hand hygiene after you handled soiled linen. This is a good practice.</p> <p>Get a small prize from the facilitator and move 1 step forward.</p>	<p>You cleaned a washroom. You removed your gloves but did not clean your hands. This is not a good practice.</p> <p>Lose a turn.</p>	<p>You gently put soiled linen into a linen hamper immediately after removing it from a bed. This is a good practice.</p> <p>Move 1 step forward.</p>
<p>You placed a used sharp in a puncture-resistant sharps container. Well done!</p> <p>Move 1 step forward.</p>	<p>You left a used sharp on the bedside table after giving an injection. This is an unsafe practice. Used sharps should be put in a puncture-resistant sharps container immediately.</p> <p>Move back 1 step.</p>	<p>You think the garbage bag is not strong enough, so you use double bags. It is not necessary to double-bag unless the first bag is stretched and damaged. Also, remember not to overfill garbage bags.</p> <p>Move back 1 step.</p>
<p>You wiped up a blood spill from the floor. Then, you cleaned and disinfected the area. You did the right thing. Cleaning is part of a two-step process: clean first, then disinfect.</p> <p>Move 1 step forward.</p>	<p>You poured a large amount of water into a bucket and then added disinfectant. You did not measure the amount of water or the amount of disinfectant. You did not follow the dilutions recommended by the manufacturer. Your disinfectant solution may not be effective.</p> <p>Lose a turn.</p>	<p>Based on your risk assessment, you put on a pair of gloves before you handled soiled linen. This is a good practice. Marvellous!</p> <p>Move 2 steps forward.</p>
<p>You held soiled linen away from your body. This is a good practice. This helps to avoid contaminating your uniform. Good work!</p> <p>Roll the dice again.</p>	<p>You put soiled linen on the floor and started to put clean linen on the bed. This is an unsafe practice. Soiled linen should be put directly in a soiled linen hamper and never be left on the floor.</p> <p>Move back 3 steps.</p>	<p>You compressed the garbage bag so that you could fit more in the bag. This is not a safe practice. You may get a sharps injury if a sharp object was misplaced in the bag.</p> <p>Lose a turn.</p>
<p>You tied the linen bag for transportation to the laundry service when it was $\frac{3}{4}$ full. You are following good practices.</p> <p>Move 1 step forward.</p>	<p>Instead of walking toward the linen hamper, you threw the soiled linen into the linen hamper across the bed. This is not a good practice. You should gently place soiled linen in a linen bag.</p> <p>Move back 1 step.</p>	<p>You cleaned and disinfected a single-use item. This is not a good practice. Single-use items should never be reused.</p> <p>Lose a turn.</p>

Control of the Environment Board Game Cards

<p>You diluted a cleaning product according to the manufacturer's recommendation(s). Well done!</p> <p>Move 1 step forward.</p>	<p>You cleaned and disinfected the blood pressure cuff between client/patient/resident uses. You've done a great job.</p> <p>Get a small prize from the facilitator.</p>	<p>You used the same cloth to clean the furniture surfaces and the washroom of a four-bed room. This is not good practice.</p> <p>Lose a turn.</p>
<p>You requested installation of an acrylic barrier at the reception desk of the clinic. This helps to protect staff from exposure to respiratory droplets. Great suggestion!</p> <p>Move 1 step forward.</p>	<p>You moved a commode from one patient room to another without cleaning it. Equipment must be cleaned between patient uses.</p> <p>Move back 2 steps.</p>	<p>You cleaned the furniture in the client/patient/resident rooms according to the given schedule. Routine cleaning is essential. Great work!</p> <p>Move 1 step forward.</p>
<p>You reviewed blueprints for a new health care setting and recommended removing the dedicated hand-washing sinks to give more office space. This is not a good suggestion, because hand washing helps prevent infection.</p> <p>Move back 2 steps.</p>	<p>Mrs. Pink started having diarrhea during your shift. You instructed her to stay in her room and performed hand hygiene, and you reported the new onset of Mrs. Pink's diarrhea to your supervisor. Great prevention strategies!</p> <p>Move 3 steps forward.</p>	<p>You proposed removing a hand hygiene station at the entrance to your clinic to set up a notice board. This is not a good idea, because it decreases accessibility to hand hygiene to clients and staff.</p> <p>Move back 1 step.</p>

Activity 4: Control of the Environment Role Play

Objective

To discuss how infections can be prevented and controlled by accommodation, barriers and hand hygiene equipment.

Materials/props

- Five Role-Play Scripts.
- Activity 4 Possible Scenarios Feedback for Debriefing.

Preparation

- Prepare enough Role Play Scripts for the expected number of teams/individuals.

Details

Option 1

- Arrange the participants into teams.
- Give each team one Role Play Script.

Option 2

- Arrange the participants into teams.
- Give each team all Role Play Scripts.

- Instruct participants that some people will be the characters, and the rest will be observers.
- Characters perform the Role Play Scripts.
- After each script has been performed, all team members should discuss the engineering control(s) involved and how it/they helped prevent the transmission of infection.
- Provide feedback for each scenario, using Activity 4 Possible Scenario Feedback for Debriefing as a reference.

Scenario	Characters
Scenario 1 - Precautions	Narrator, Mr. Purple, Health Care Provider
Scenario 2 - Clean-up	Narrator, Mrs. Brown , Mrs. Pink
Scenario 3 - Sinks	Narrator, EVS Trainer, EVS Trainee
Scenario 4 - Alcohol-Based Hand Rub	Narrator, Health Care Provider 1, Health Care Provider 2
Scenario 5 - Clinic Design	Narrator, Receptionist, Administrator

Role Play Scripts

Scenario 1		
Part 1	Narrator	There are two patients/residents in a two-bed room. A health care provider enters the room.
Part 2	Mr. Purple	I feel horrible. I can't stop coughing (<i>cough, cough</i>) and can't catch my breath. I'm feeling hot, too. AAAAAAchooo!
Part 3	Health Care Provider	Mr. Purple, when did you start coughing? How are you feeling? I need to take your temperature! I'm going to pull this curtain and leave it closed.
Part 4	Mr. Purple	Don't pull that curtain! I need the light from the window. It's too dark in here. I must have the natural light.
Group Discussion	<i>Discuss what the Health Care Provider needs to say to Mr. Purple.</i>	

Scenario 2		
Part 1	Narrator	Two patients/residents are in a two-bed room. <i>[make sounds of vomiting and explosive diarrhea]</i> Mrs. Brown comes out of the bathroom.
Part 2	Mrs. Brown	Sorry about that. I just exploded. I wonder what's going on with me! I have really bad cramps.
Part 3	Mrs. Pink	I couldn't help but hear that! Hope you feel better soon. Hope you don't get caught short!
Part 4	Mrs. Brown	Uh oh! It's happening again! I didn't make it! I feel like a little child.
Part 5	Narrator	Mrs. Brown pulls the call bell. The health care provider comes into the room.
Group Discussion	<i>Discuss what actions are needed next.</i>	

Scenario 3		
Part 1	Narrator	An Environmental Services (EVS) Trainer is orienting a new EVS trainee today. The trainee has been working on his/her own for about a ½ hour. They are discussing discharge cleaning.
Part 2	EVS Trainee	I see what you mean about having to work quickly. Should I just dump this leftover water from the bath basin in this sink?
Part 3	EVS Trainer	You mean the one with the sign that says “Dedicated Hand-Washing Sink”?
Group Discussion	<i>Discuss what the EVS trainer needs to say next to the EVS trainee.</i>	

Scenario 4		
Part 1	Narrator	Two health care providers are standing in front of a wall-mounted alcohol-based hand rub dispenser.
Part 2	Health Care Provider 1	This dispenser has been empty for at least a month.
Part 3	Health Care Provider 2	The one down the hall is empty, too. And, when I punched in this morning, the one that is usually on the wall was totally gone!
Group Discussion	<i>Discuss what actions are needed next.</i>	

Scenario 5		
Part 1	Narrator	A receptionist and the administrator in a clinic are discussing the design of the reception area.
Part 2	Receptionist	I went to my own family doctor the other day. The receptionist there had an acrylic barrier around her desk. Could we get one?
Part 3	Administrator	Don’t you think it would be less “client friendly”? It sounds expensive. It’s not in the budget.
Group Discussion	<i>What would the infection control professional say about this?</i>	

Activity 4: Possible Scenario Feedback for Debriefing

<p>Scenario 1 <i>Discuss what the Health Care Provider needs to say to the Mr. Purple.</i></p>	<p>The Health Care Provider needs to explain:</p> <ul style="list-style-type: none"> • The transmission of respiratory infectious agents. • The importance of how a barrier such as a closed curtain can help prevent the transmission of infection. <p>The Health Care Provider may also take this opportunity to help the patients/residents learn about:</p> <ul style="list-style-type: none"> • The importance of hand hygiene. • The need for health care providers and visitors to wear personal protective equipment. • Respiratory etiquette (such as coughing or sneezing into your sleeves).
<p>Scenario 2 <i>Discuss what actions are needed next.</i></p>	<p>The following actions are needed:</p> <ul style="list-style-type: none"> • Perform hand hygiene according to the 4 Moments for hand hygiene. • Use personal protective equipment (gown and gloves and facial protection if necessary based on risk assessment). • Clean and disinfect soiled equipment/surfaces according to procedures. • Reinforce the importance of hand hygiene with Mrs. Brown and Mrs. Pink. • Inform the supervisor and the infection control professional about Mrs. Brown’s new gastrointestinal symptoms. • Check the availability of a single room with a dedicated toilet for Mrs. Brown.
<p>Scenario 3 <i>Discuss what the EVS Trainer needs to say to the EVS Trainee.</i></p>	<p>The EVS trainer needs to say:</p> <ul style="list-style-type: none"> • “Don’t use a dedicated hand-washing sink for anything except hand washing.” • “No matter what is in that container, you need to do a risk assessment to protect yourself from a possible splash; you may need to wear personal protective equipment.” • “You always need to know what is in a container before you discard it. Always follow our facility’s policies and procedures for discarding any liquids.” • “Always remember to do hand hygiene according to the 4 Moments.”

Activity 4: Possible Scenario Feedback for Debriefing

<p>Scenario 4 <i>Discuss what actions are needed next.</i></p>	<p>The following actions are needed:</p> <ul style="list-style-type: none"> • Replace empty alcohol-based hand rub (ABHR) containers. • Follow the facility's procedure for reporting and replacing empty containers. • Evaluate and audit the process through the group responsible for hand hygiene (such as the Just Clean Your Hands committee).
<p>Scenario 5 <i>What would the infection control professional say about this?</i></p>	<p>The infection control professional would recommend:</p> <ul style="list-style-type: none"> • The staff do acute respiratory infection screening when booking appointments and when clients enter the clinic. • A physical barrier such as an acrylic barrier helps protect the receptionist and clinic staff when clients arrive with symptoms of a respiratory infection. • Although a barrier may be expensive, it is an effective way to help to reduce the risk of transmission of infectious agents (respiratory symptoms) and may reduce staff sick time, because it will reduce their exposure.