

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 Activities

Activity	Title	Objective
1	Administrative Controls and Health Care Workplace Scenarios <i>Option 1: Find Your Partners</i> <i>Option 2: Match Game</i>	To identify Administrative Controls in place for given situations/scenarios/practices.
2	Application of Administrative Controls <i>Option 1: Correct Me If I'm Wrong</i> <i>Option 2: Fix It</i>	To reinforce the application of Administrative Controls in daily practice.
3	Administrative Controls in Action	To reinforce the application of Administrative Controls in daily practice.

Activity 1: Administrative Controls and Health Care Workplace Scenarios

Option 1: Find Your Partners

Objective

To identify Administrative Controls in place for given situations/scenarios/practices.

Materials/props

- One set of Administrative Control cards.
- One set of Health Care Workplace scenario cards.
- Activity 1 Feedback/Answers.

Preparation

- Prepare a sufficient number (see details below) of Administrative Control cards and Health Care Workplace Scenario cards (depending on the anticipated number of participants).
- Print out the Feedback Form/Answers for reference.

Details

- Depending on the anticipated number of participants, you may not choose to include all of the Health Care Workplace Scenarios.
- Explain the objective of the activity.
- Assign a time limit for the activity. The duration can be a few minutes or longer.
- Mix the two sets of cards (Administrative Control and Health Care Workplace Scenario) together.
- Ask each participant to pick one card from the pile.
- Ask participants to find a match by walking around the room and reading their card aloud to other participants.
- A match is a Health Care Workplace Scenario card and its associated Administrative Control card.

- When participants find a match, they should stand together.
- More than one Health Care Workplace Scenario card may match a given Administrative Control card.
- The game is over when all matches have been made or when the time is up.
- Ask each team to read out their Administrative Control card, followed by their Health Care Workplace Scenario card(s).
- All participants should decide if the matches are correct.

Notes to trainers/facilitators

- This can be a large- or small-group activity. It will work with an odd or even number of participants. Ensure each participant gets one card.
- There are nine Administrative Controls cards and 25 Health Care Workplace Scenarios cards.
- If the size of the entire group exceeds the number of cards, the trainer/facilitator can create more scenario cards or split the participants into two groups and prepare additional cards.
- For smaller groups, the trainer/facilitator can remove some of the Administrative Control cards or Health Care Workplace Scenario cards. If not all the Administrative Control cards are used, participants may not have a match. Trainers can ask participants without a match about the missing Administrative Control(s) when the time is up.
- Discussion can be held after the activity.

Activity 1: Administrative Controls and Health Care Workplace Scenarios

Option 2: Match Game

Objective

To identify Administrative Controls in place for given situations/scenarios/practice.

Materials/props

- One set of Administrative Control cards.
- One set of Health Care Workplace Scenario cards.
- A table big enough to spread out cards on the table.
- Activity 1 Feedback/Answers.

Preparation

- Prepare a set of Administrative Control cards and Health Care Workplace Scenario cards for each team.
- Use envelopes to keep each team's cards together.
- Print the Activity 1 Feedback/Answers for reference.

Details

- Divide the participants into teams of three or four.
- Distribute the 2 sets of cards to each team.
- Ask participants to put the Administrative Control cards face up in the middle of the table.
- Ask participants to shuffle the Health Care Workplace Scenario cards and deal them out among the team members.
- Participants will take turns; the team decides who will go first.
- When it is his/her turn, each participant takes a Health Care Workplace Scenario Card and matches it with an Administrative Control Card. If other participants disagree with the match, team members can discuss.
- The game ends when all Health Care Workplace Scenario cards are gone.

Notes to trainers/facilitators

- For some situations/scenarios/practices, more than one Administrative Control may apply.
- To make it easier to sort the cards at the end of the game, consider printing each set in a different colour.

Health Care Workplace Scenario Cards

A leaflet on “How to Cover Your Cough” is distributed to visitors in the health care facility.	A receptionist reminds a coughing client to clean his hands and provides the client with a mask when he approaches the reception counter.	A new health care provider is fit-tested with an N95 respirator.	A health care provider does a seal check when he puts on his N95 respirator.	An occupational health nurse gives a health care provider her annual flu shot.
A health care provider reads a poster about a hepatitis B immunization clinic.	An employer sends an e-mail to staff asking them to review the updated influenza policy.	A resource binder labelled “Needle Safety” is placed in every nursing station in a health care facility.	A health care provider sees a used lancet lying on the counter, so he picks it up with a tong and discards it in a puncture-resistant sharps container.	A health care provider discards a used sharp in the wall-mounted puncture-resistant sharps container immediately after use.
A health care provider replaces the puncture-resistant sharps container when it is ¾ full.	A health care provider reads the needle safety legislation.	The person responsible for purchasing orders safety-engineered needles.	A supervisor observes a housekeeper cleaning a room and gives him feedback about his performance.	A supervisor does a hand hygiene audit of her staff.
A “No Eating or Drinking” poster is on the wall in the nursing station.	A note to all staff says: “Mrs. Wind gave us a box of chocolates, and it is in the staff lounge.”	Residents in a long-term care home are advised not to share their personal hygiene items, such as bar soap, razors, or body lotion.	A nurse shows a client how to clean his hands with alcohol-based hand rub.	The Infection Prevention and Control (IPAC) team plans training sessions for staff.
A health care provider who has symptoms of influenza calls in sick and stays at home.	A health care provider has sudden onset of diarrhea of no known cause and is sent home immediately.	A family member who is sneezing and coughing is advised to postpone his visit.	A sign on the door to the facility says “If you have any signs or symptoms of the FLU, such as cough with fever, please DO NOT VISIT.”	A health care provider demonstrates how to “cover a cough” to two visitors.

Administrative Control Cards

Respiratory protection program and respiratory etiquette	Infection Prevention and Control (IPAC) education for clients/patients/residents	Immunization program	Infection Prevention and Control (IPAC) education for staff	Sharps injury prevention program
Work exclusion policy	Monitoring of compliance	Visitor restriction policy	Not eating or drinking in care areas	

Activity 1: Feedback/Answers (Options 1 and 2)

Health Care Workplace Scenario	Administrative Control	Additional Information
A leaflet on “How to Cover Your Cough” is distributed to visitors in the health care facility.	Respiratory protection program and respiratory etiquette or IPAC education for clients/patients/residents	This leaflet provides information to visitors but is also an educational resource on respiratory etiquette for clients/patients/residents.
A receptionist reminds a coughing client to clean his hands and provides the client with a mask when he approaches the reception counter.	Respiratory protection program and respiratory etiquette or IPAC education for clients/patients/residents	By reminding the client to clean his hands and giving him a mask, the receptionist is following the steps in the respiratory protection program to help minimize the spread of respiratory infection in the clinic setting. The mask will help contain the respiratory virus and protect other staff and clients.
A new health care provider is fit-tested with an N95 respirator.	Respiratory protection program and respiratory etiquette	The respiratory protection program requires all new health care providers working in care areas to be fit-tested for N95 respirators.
A health care provider does a seal check when he puts on his N95 respirator.	Respiratory protection program and respiratory etiquette	The respiratory protection program requires all health care providers to perform a seal check when they put on their fit-tested respirator.
An occupational health nurse gives a health care provider her annual flu shot.	Immunization program	Annual flu shots help protect the health care provider from the risk of becoming ill with influenza and help decrease the spread to clients/patients/residents.
A health care provider reads a poster about a hepatitis B immunization clinic.	Immunization program or IPAC education for staff	The poster provides information about the facility immunization program and education for staff about the importance of being vaccinated and where and when to get vaccinated.

Health Care Workplace Scenario	Administrative Control	Additional Information
An employer sends an e-mail to staff asking them to review the updated influenza policy.	Immunization program or IPAC education for staff	This informs staff about the facility immunization program and the updated policy.
A resource binder labelled “Needle Safety” is placed in every nursing station in a health care facility.	Sharps injury prevention program or IPAC education for staff	Placing the resource binder in an area that is accessible for staff helps ensure that staff can review the information when they need to.
A health care provider sees a used lancet lying on the counter, so he picks it up with a tong and discards it into a puncture-resistant sharps container.	Sharps injury prevention program	The staff member is demonstrating the correct action for handling a sharp as identified in the sharps injury prevention program.
A health care provider discards a used sharp in the wall-mounted puncture-resistant sharps container immediately after use.	Sharps injury prevention program	The staff member is demonstrating the correct action for disposal of sharps as identified in the sharps injury prevention program.
A health care provider replaces the puncture-resistant sharps container when it is $\frac{3}{4}$ full.	Sharps injury prevention program	The staff member is demonstrating the correct action identified in the sharps injury prevention program.
A health care provider reads the needle safety legislation.	Sharps injury prevention program or IPAC education for staff	The health care provider informs him/herself about the sharps injury prevention program by reading the legislation.
The person responsible for purchasing orders safety-engineered needles.	Sharps injury prevention program	The person responsible for purchasing is following the organization’s policy for the sharps injury prevention program and is helping the organization to comply with needle safety legislation.

Health Care Workplace Scenario	Administrative Control	Additional Information
A supervisor observes a housekeeper cleaning a room and gives him feedback about his performance.	Monitoring of compliance	Measuring compliance through auditing processes helps ensure quality practice. Feedback is a component of the audit process and the quality improvement cycle.
A supervisor does a hand hygiene audit of her staff.	Monitoring of compliance	Measuring compliance through auditing processes helps ensure the quality of care given.
A “No Eating or Drinking” poster is on the wall in the nursing station.	Not eating or drinking in care areas	The poster serves as a reminder to staff that eating or drinking in care areas puts them at risk of infection.
A note to all staff says: “Mrs. Wind gave us a box of chocolates, and it is in the staff lounge.”	Not eating or drinking in care areas	Putting the chocolates in the staff lounge, away from the care area, helps protect staff from the risk of acquiring a gastrointestinal illness. Outbreaks of gastrointestinal illness have been documented when food is consumed in care areas.
Residents in a long-term care home are advised not to share their personal hygiene items, such as bar soap, razors or body lotion.	IPAC education for clients/patients/residents	Sharing of personal hygiene items increases the risk of infectious agents being spread from one resident to another.
A nurse shows a client how to clean his hands with alcohol-based hand rub.	IPAC education for clients/patients/residents	Showing a client how to properly clean her hands with alcohol-based hand rub reinforces the importance of hand hygiene, which will help protect her from acquiring infections.
The Infection Prevention and Control (IPAC) team plans training sessions for staff.	IPAC education for staff	Providing staff with IPAC education helps to protect them and others.

Health Care Workplace Scenario	Administrative Control	Additional Information
A health care provider who has symptoms of influenza calls in sick and stays at home.	Work exclusion policy	The health care provider is demonstrating that they understand the importance of protecting clients/patients/residents and colleagues by not working when they are ill.
A health care provider has sudden onset of diarrhea of no known cause and is sent home immediately.	Work exclusion policy	Sending the health care provider home is an example of the work exclusion policy. This protects clients/patients/residents and other staff members from the risk of becoming ill.
A family member who is sneezing and coughing is advised to postpone his visit.	Visitor restriction policy	This is an example of the visitor restriction policy. The family member may make other individuals ill if they visit when they have signs of an acute respiratory infection.
A sign on the door to the facility says “If you have any signs or symptoms of the FLU, such as cough with fever, please DO NOT VISIT.”	Visitor restriction policy	The sign acts as a reminder to visitors of the need to restrict visiting if they are ill.
A health care provider demonstrates how to “cover a cough” to two visitors.	Respiratory protection program and respiratory etiquette or client/patient/resident education	This is an example of respiratory etiquette. Teaching this to visitors will help to protect others from respiratory infections.

Activity 2: Application of Administrative Controls

Option 1: Correct Me If I Am Wrong

Objective

To reinforce the application of Administrative Controls in daily practice.

Materials/props

- Health Care Provider Statements.
- Activity 2 Feedback/Answers.

Preparation

- Print one set of Health Care Provider Statements per team.
- Print the Activity 2 Feedback/Answers for reference.

Details

- Divide participants into teams.
- Give a set of Health Care Provider Statements to each team.
- Ask team members to take turns reading aloud or role-playing the statements.
- The other team members should correct the person if the statement is wrong.
- Have the Activity 2 Feedback/Answers available for reference.

Notes to trainers/facilitators

- The Health Care Provider Statements can be cut out and laminated.
- Use the sample statements provided or create statements that are relevant to the participants' workplace setting.
- Another option is to have volunteers pick a statement in turn and read the statement out loud/role play for the whole group.

Activity 2: Application of Administrative Controls

Option 2: Fix It!

Objective

To reinforce the application of Administrative Controls in daily practice.

Materials/props

- Health Care Provider Statement Worksheets.
- Activity 2 Feedback/Answers.

Preparation

- Print enough Health Care Provider Statement Worksheets for the expected number of participants.
- Print the Activity 2 Feedback/Answers for reference.

Details

- Arrange participants to work individually, in pairs or in small teams and distribute the Health Care Provider Statement Worksheets.
- Ask participants to decide whether each statement is correct or incorrect.
- Discuss how to correct the statements that are incorrect. Discuss the rationale for why statements are correct or incorrect.
- Set a time limit for the activity.
- Review the results after the activity.

Notes to trainers/facilitators

- This is an alternative to “Correct Me if I’m Wrong.”
- Refer to the Activity 2 Feedback/Answers if needed.
- Another option is to have the participants create a “correct” statement for any statements that are identified as incorrect.

Health Care Provider Statements

“I have a rash all over my arms. Some of the spots have pus coming out of them. The doctor said that it may be infected. I’ve taken all my sick days, so I have to go to work.”

Health care provider on the phone: “Good morning, Mr. Purple. You sound like you have a really bad cough and you are sneezing so much. Please postpone your visit to your Mum until you feel better.”

“I attended an in-service about hand washing during my orientation. I know everything I need to know about cleaning my hands, and I don’t need to go to another in-service.”

“I had my flu shot last year. I don’t need one this year.”

“I do not need influenza immunization, because I never touch any clients/patients/residents.”

“I’m really hungry. I’ll just eat lunch at the nursing station to save time.”

“I just started my new job. I have to find out if my immunizations are up to date.”

“I don’t like wearing N95 respirators, because they feel so hot. I think I’ll use a surgical mask instead, because it’s about the same as an N95 respirator.”

“All my staff is committed to best practices, so monitoring and auditing are not needed.”

“Oops! I stuck myself with a used needle. I’ll wash it with soap and water. I’ll report to my supervisor right away.”

“This binder containing the infection prevention and control policies and procedures takes up too much room. I’m going to remove it from the nursing station and lock it up in the supply room to free up some space.”

“I am very proud of myself for losing weight. My face shape has changed. I’d better talk to the occupational health person about doing my N95 fit-testing now.”

“I don’t carry a water bottle with me any more on the unit. I make sure I drink lots of water during my breaks.”

“Don’t put any more sharps in the sharps container. It’s already $\frac{3}{4}$ full.”

“I’ve just finished my hand hygiene audits. Where’s the best place to post the results?”

“Mrs. Blue has many visitors. She has diarrhea now. I’m not going to show all those visitors how to clean their hands. They should know better.”

“There aren’t enough large gloves. I have to tell the supervisor right away.”

“I’m always thirsty during my shift. I’ll just keep my water bottle on the treatment cart so it will be close.”

“The eye protection is locked up in the medication room. You’ll have to find who has the key.”

“I’ve never used goggles before to protect my eyes. I don’t see why I need to do it now.”

Activity 2 Feedback/Answers

Health Care Provider Statements	Correct or Not?	Sample of a Corrected Statement (if applicable)
"I have a rash all over my arms. Some of the spots have pus coming out of them. The doctor said that it may be infected. I've taken all my sick days, so I have to go to work."	This shows that the health care provider does not understand and/or follow the work exclusion policy. There is a risk of transmission of an infectious agent if this health care provider goes to work with this rash.	"I have a rash all over my arms. Some of the spots have pus coming out of them. The doctor said that it may be infected. Even though I've taken all my sick days, I need to stay at home to protect coworkers and clients/patients/residents from getting a communicable disease. I need to talk to my supervisor about this."
Health care provider on the phone: "Good morning, Mr. Purple. You sound like you have a really bad cough, and you are sneezing so much. Please postpone your visit to your Mum until you feel better."	This is a correct statement. It shows the health care provider understands and follows the visitor restriction policy. It is important to discourage this family member from visiting to protect others.	n/a
"I attended an in-service about hand washing during my orientation. I know everything I need to know about cleaning my hands, and I don't need to go to another in-service."	This shows that the health care provider does not understand and/or follow the staff education policy. It is important to perform hand hygiene according to best practices.	"I attended an in-service about hand hygiene a few years ago. I'd better attend the in-service to make sure my skills and knowledge are up to date. Things may have changed."
"I had my flu shot last year. I don't need one this year."	This shows that the health care provider does not understand the immunization policy. It is important for health care providers to receive influenza immunization annually, since the strains in the vaccine change every year.	"I had my flu shot last year. I know I need one this year. It is our policy to have annual influenza immunization."
"I do not need influenza immunization, because I never touch any clients/patients/residents."	This shows that the health care provider does not understand and/or follow the immunization policy. It is important for health care providers to receive influenza immunization annually since the strains in the vaccine change every year.	"Even though I never touch any clients/patients/residents, as a health care provider I need to get my influenza vaccine yearly. I'm still near people who provide hands-on care, and I work in health care. It's the responsible action to take!"
"I'm really hungry. I'll just eat lunch at the nursing station to save time."	This shows that the health care provider does not understand and/or follow the policy of no eating or drinking in care areas. There is risk involved if you eat in care areas.	"I'm really hungry. I know I should never eat in the nursing station, even though it saves time. It would put me at risk of acquiring a food-borne gastrointestinal infection. This is our healthy workplace policy."

Health Care Provider Statements	Correct or Not?	Sample of a Corrected Statement (if applicable)
"I just started my new job. I have to find out if my immunizations are up-to-date."	This is a correct statement. Knowing your immunization status is important for you to understand your risks and to protect yourself. It is recommended for occupational health and safety.	n/a
"I don't like wearing N95 respirators, because they feel so hot. I think I'll use a surgical mask instead, because it's about the same as an N95 respirator."	This shows that the health care provider does not understand and/or follow the respiratory protection program and healthy workplace policies.	"I should never substitute a surgical mask for an N95 respirator. It doesn't provide the same protection. I learned that from our respiratory protection program."
"All my staff is committed to best practices, so monitoring and auditing are not needed. "	This shows that the health care provider does not understand the importance of auditing, monitoring and feedback.	"All my staff is committed to best practices. Monitoring and ongoing assessment are part of our quality improvement program. It's important to give the staff feedback about the results of an audit so they know how they're doing."
"Oops! I stuck myself with a used needle. I'll wash it with soap and water. I'll report to my supervisor right away."	This statement shows the health care provider understands the sharps protection program and exposure policy.	n/a
"This binder containing the infection prevention and control policies and procedures takes up too much room. I'm going to remove it from the nursing station and lock it up in the supply room to free up some space."	This shows that the health care provider does not understand that policies and procedures should be accessible at all times.	"Although the binder is big, it needs to be accessible to all staff at all times."
"I am very proud of myself for losing weight. My face shape has changed. I'd better talk to the occupational health person about doing my N95 fit-testing now."	This statement shows the health care provider understands and follows the respiratory protection program policy.	n/a
"I don't carry a water bottle with me any more on the unit. I make sure I drink lots of water during my breaks."	This shows that the health care provider understands and follows the healthy workplace policy of not eating or drinking in care areas. Food and drink should not be consumed in care areas, as it increases your risk of acquiring a gastrointestinal illness.	n/a

Health Care Provider Statements	Correct or Not?	Sample of a Corrected Statement (if applicable)
“Don’t put any more sharps in the sharps container. It’s already ¾ full.”	This shows that the health care provider understands and follows the safe handling of sharps policy and the sharps injury prevention program.	n/a
“I’ve just finished my hand hygiene audits. Where’s the best place to post the results?”	This shows that the health care provider understands the importance of auditing and feedback to staff.	n/a
“Mrs. Blue has many visitors. She has diarrhea now. I’m not going to show all those visitors how to clean their hands. They should know better.”	This shows that the health care provider does not understand the visitor restriction policy or the importance of IPAC education to clients/patients/residents.	“Mrs. Blue has many visitors. She has diarrhea now. Let’s start restricting her visitors. For those who must visit, I’ll show them how to clean their hands.”
“There aren’t enough large gloves. I have to tell the supervisor right away.”	This shows that the health care provider understands the importance of maintaining a healthy workplace by ensuring that Personal Protective Equipment is readily available in the appropriate size.	n/a
“I’m always thirsty during my shift. I’ll just keep my water bottle on the treatment cart so it will be close.”	This shows that the health care provider does not understand and/or follow the healthy workplace policy.	“I’m always thirsty. I need to make sure that I drink enough water, on my breaks. I never leave my water bottle in care areas.”
“The eye protection is locked up in the medication room. You’ll have to find who has the key.”	This shows that the health care provider does not understand and/or follow the healthy workplace policy. It is important that Personal Protective Equipment is available at all times to any health care providers who need it. It should never be locked up in a room.	“All PPE needs to be accessible at all times. We never lock it up in the care area.”
“I’ve never used goggles before to protect my eyes. I don’t see why I need to do it now.”	This shows that the health care provider does not understand and/or follow the healthy workplace policy. Goggles are an important part of facial protection and should be worn whenever your risk assessment indicates the need for facial protection.	“I’ve never used goggles before to protect my eyes. I need to go to an education session to find out why this is important and how I should be using goggles. It makes sense that my eyes need to be protected, too.”

Activity 3: Administrative Controls in Action

Objective

To reinforce the application of Administrative Controls in daily practice.

Materials/props

- Performance Cards.
- Activity 3 Feedback/Answers.

Preparation

- Prepare enough Performance Cards for the group.
- Print the Activity 3 Feedback/Answers for reference.

Details

- Assign participants to work in pairs or in teams.
- Distribute the Performance Cards to each pair/team.
- Ask participants to draw a card in turn and decide whether the card shows a health care provider adhering to correct Administrative Controls. Participants should provide a rationale for their response.

Notes to trainers/facilitators

- The Performance Cards can be cut out and laminated.
- Use the sample Performance Cards provided or create new cards that are relevant to the participants' work setting.
- Refer to the Activity 3 Feedback/Answers if needed.

Performance Card

<p>A health care provider hands a mask to a coughing client who has just arrived in the clinic.</p>	<p>A health provider eats in the nursing station.</p>	<p>A health care provider goes to work when she has a cold.</p>
<p>A health care provider gets a flu shot.</p>	<p>A health care provider locks up the infection prevention and control policy binder.</p>	<p>A health care provider advises a visitor who is coughing severely to go home and visit when she is better.</p>
<p>A supervisor gives feedback to the staff about the results of the hand hygiene audits for this quarter.</p>	<p>A Personal Support Worker allows residents to share their bath towels.</p>	<p>An Environmental Services Worker attends an in-service training about the use of personal protective equipment as part of the educational plan.</p>
<p>A health care provider has no idea of his immunization status.</p>	<p>A health care provider shows a client how to clean hands with alcohol-based hand rub.</p>	<p>A supervisor reviews the infection prevention and control policies with an occupational health professional and the Joint Health and Safety Committee.</p>

Feedback

Performance Card	Suggested Feedback
A health care provider hands a mask to a coughing client who has just arrived in the clinic.	This health care provider is following recommended Administrative Controls. <i>Respiratory protection strategies include providing masks for coughing clients/patients/residents.</i>
A health provider eats in the nursing station.	This health care provider is not following healthy workplace policy. <i>Food and drink should be consumed only in dedicated “clean” areas. Care areas are more likely to harbour infectious agents. Eating and drinking in care areas increases the risk of acquiring gastrointestinal infections.</i>
A health care provider goes to work when she has a cold.	This health care provider is not following the work exclusion policy. <i>A health care provider should stay home when ill with a potentially communicable disease.</i>
A health care provider gets a flu shot.	This health care provider is following recommended Administrative Controls. <i>Annual influenza immunization is strongly recommended for all health care providers, as it helps protect clients/patients/residents, other health care providers and family members from exposure to the influenza virus.</i>
A health care provider locks up the infection prevention and control policy binder.	This health care provider is not following recommended Administrative Controls. <i>The infection prevention and control policies should be available and accessible to all staff at all times.</i>
A health care provider advises a visitor who is coughing severely to go home and visit when she is better.	This health care provider is following recommended Administrative Controls. <i>According to visitor restriction policies, health care providers should advise family members and visitors to postpone their visit if they are ill with symptoms of an infection.</i>
A supervisor gives feedback to the staff about the results of the hand hygiene audits for this quarter.	This health care provider is following recommended Administrative Controls. <i>Audits of infection prevention and control with feedback contribute to quality improvement.</i>
A Personal Support Worker allows residents to share their bath towels.	This health care provider is not following recommended Administrative Controls. <i>Health care providers are responsible for teaching clients/patients/residents about ways to help prevent infection. Residents should be taught not to share personal hygiene items. Sharing personal hygiene items increases the risk of transmission of infectious agents.</i>
An Environmental Services Worker attends an in-service training about the use of personal protective equipment as part of the educational plan.	This health care provider is following recommended Administrative Controls. <i>Ongoing staff development helps increase health care providers’ knowledge of infection prevention and control.</i>
A health care provider has no idea about her immunization status.	This health care provider is not following healthy workplace or immunization policies. <i>According to healthy workplace policies, front-line health care providers should have up-to-date immunizations. Different health care provider roles may require different immunizations.</i>
A health care provider shows a client how to clean his hands with alcohol-based hand rub.	This health care provider is following recommended Administrative Controls. <i>Health care providers are responsible for teaching clients/patients/residents about ways to help prevent infection. Hand hygiene is the most effective strategy to prevent and control infection.</i>
A supervisor reviews the infection prevention and control policies with an occupational health professional and the Joint Health and Safety Committee.	This health care provider is following recommended Administrative Controls. <i>Infection prevention and control “policies and procedures” should be developed and reviewed in conjunction with Infection Prevention and Control, Occupational Health and Safety and the Joint Health and Safety Committee on a regular basis.</i>