

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/Objectives

Activity	Title	Objectives
1	Routine Practices or Additional Precautions?	To identify the need for Additional Precautions
2	Touch, Drop or Float	To identify the appropriate category of Additional Precautions required
3	Assign a Sign	To identify the appropriate category of Additional Precautions required
4	It's Elementary!	To apply the elements of Additional Precautions
5	Story, Not Sorry	To apply the categories and elements of Additional Precautions.
6	Cross the Line	To consolidate and reinforce the category and the elements of Additional Precautions and the elements of Routine Practices. (This is an advanced activity.)

Activity 1: Routine Practices or Additional Precautions?

Objective

To identify the need for Additional Precautions

Materials/props

- Cards describing patients with different conditions
- Activity 1 Feedback/Answers

Preparation

- Prepare a sufficient number of cards for the number of participants and print out the answer sheet.

Details

- Divide participants into small teams.
- Distribute the cards containing patient conditions.
- Ask participants to discuss and decide whether Routine Practices or Additional Precautions are required for each patient condition.
- Appoint one or two teams to present the results of their discussion.
- Provide feedback to teams using the answer sheet as a guide.

Notes to trainers/facilitators

- This is a short activity.
- It will work with an odd or even number of participants.
- The time allocated for the discussion and feedback can be adjusted based on the length of the training session.

Activity 1: Routine Practices or Additional Precautions?

(Cards describing patients with different conditions)

Patient Condition	Routine Practices?	Additional Precautions?
 <p data-bbox="537 394 894 453">Mrs. Star has a high fever, cough and a sore throat.</p>		
 <p data-bbox="537 632 922 722">Mrs. Moon has had a fall. She has a cut on her head that is bleeding heavily.</p>		
 <p data-bbox="537 884 870 974">Mr. Planet fainted at work. His signs and symptoms are being investigated.</p>		
 <p data-bbox="537 1157 911 1220">Miss Mars has a fever, cough and rash (spots) on her face and chest.</p>		
 <p data-bbox="537 1404 902 1495">Mr. Comet has diarrhea. He has a history of Vancomycin-resistant <i>Enterococcus</i> (VRE).</p>		
 <p data-bbox="537 1640 927 1766">Mr. Saturn was found to have methicillin-resistant <i>Staphylococcus aureus</i> (MRSA) on his last admission.</p>		

Activity 1 Feedback/Answers

Patient Condition	Routine Practices?	Additional Precautions?	Explanation
Mrs. Star has a high fever, cough and a sore throat.	✓	✓	<i>Mrs. Star requires Additional Precautions because she has symptoms of a respiratory infection.</i>
Mrs. Moon has had a fall. She has a cut on her head that is bleeding heavily.	✓		<i>Mrs. Moon does not have any symptoms that would require Additional Precautions. Her care can be managed using Routine Practices.</i>
Mr. Planet fainted at work. His signs and symptoms are being investigated.	✓		<i>Mr. Planet does not have any symptoms that would require Additional Precautions. His care can be managed using Routine Practices.</i>
Miss Mars has a fever, cough and rash (spots) on her face and chest.	✓	✓	<i>Miss Mars requires Additional Precautions because she has symptoms of a respiratory infection and may have a communicable disease.</i>
Mr. Comet has diarrhea. He has a history of Vancomycin-resistant <i>Enterococcus</i> (VRE).	✓	✓	<i>Mr. Comet requires Additional Precautions to interrupt the transmission of an identified infectious agent.</i>
Mr. Saturn was found to have methicillin-resistant <i>Staphylococcus aureus</i> (MRSA) on his last admission.	✓	✓	<i>Mr. Saturn requires Additional Precautions to interrupt the transmission of an identified infectious agent.</i>

Activity 2: *Touch, Drop or Float*

Objective

To identify the appropriate category of Additional Precautions required

Materials/props

- Worksheet describing patients with different conditions
- Activity 2 Feedback/Answers

Preparation

- Prepare a sufficient number of worksheets for the number of participants and print out the answer sheet.

Details

- Divide participants into pairs or small teams.
- Distribute the worksheets.
- Ask participants to discuss the category of Additional Precautions required for each patient and select the appropriate category.
- Appoint one or two teams or pairs to present the results of their discussion.
- Provide feedback using the answer sheet.

Notes to trainers/facilitators

- This is a short activity.
- The time allocated for the discussion and feedback can be adjusted based on the length of the training session.
- You may increase or decrease the number of scenarios depending on time availability.

Activity 2: Touch, Drop or Float Worksheet

Patient's Condition	Contact (Touch)	Droplet (Drop)	Airborne (Float)
Mr. Star has a high fever, cough and a sore throat.			
Missy Mars has a fever and a rash on her face, ears and neck. The doctor confirms that she has measles.			
Mrs. Comet has diarrhea and vomiting with no known cause.			
Mr. Saturn has a wound with heavy drainage that has been cultured. Results show that he has methicillin-resistant <i>Staphylococcus aureus</i> (MRSA).			
Miss Earth is being followed by the local public health unit for active tuberculosis. She is coughing severely.			
Miss Pluto has chickenpox! She is coughing and sneezing and her spots are oozing a clear fluid.			
Master Sky is "whooping" when he coughs. He did not have his childhood immunizations.			
A baby has a high pitched wheeze and is breathing quickly and with difficulty. Green fluid is coming out of his nose. The doctor diagnoses croup over the telephone.			
Mrs. Cloud is the third person on the unit in the last 48 hours to have vomiting and diarrhea. Her vomiting is projectile and she is confused and can't follow directions.			
Mr. Wind has a cold.			

Activity 2: Touch, Drop or Float Answer Sheet

Patient's Condition	Contact (Touch)	Droplet (Drop)	Airborne (Float)	Comments
Mr. Star has a high fever, cough and a sore throat.	✓	✓		Although no infectious organisms have been identified, symptoms indicate an acute respiratory illness (ARI) which has the potential for transmission of infection leading to outbreaks.
Missy Mars has a fever and a rash on her face, ears and neck. The doctor confirms that she has measles.			✓	Measles is an infection that is spread by airborne transmission.
Mrs. Comet has diarrhea and vomiting with no known cause.	✓			Although no infectious organisms have been identified, these are symptoms of a gastrointestinal illness which have potential for transmission of infection leading to outbreaks.
Mr. Saturn has a wound with heavy drainage that has been cultured. Results show that he has methicillin-resistant <i>Staphylococcus aureus</i> (MRSA).	✓			MRSA is an antibiotic resistant organism that can cause infections. It is spread by direct and indirect transmission.
Miss Earth is being followed by the local public health unit for active tuberculosis (TB). She is coughing severely.			✓	TB is an infection that is spread through airborne transmission.
Miss Pluto has chickenpox! She is coughing and sneezing and her spots are oozing a clear fluid.			✓	Chickenpox is an infection that is spread by airborne transmission.
Master Sky is "whooping" when he coughs. He did not have his childhood immunizations.		✓		Master Sky likely has whooping cough which is the common name for pertussis. Pertussis is an infection that is spread by droplet transmission.
A baby has a high pitched wheeze and is breathing quickly and with difficulty. Green fluid is coming out of his nose. The doctor diagnoses croup over the telephone.	✓	✓		Croup is an infection that is spread by contact and droplet transmission.
Mrs. Cloud is the third person on the unit in the last 48 hours to have vomiting and diarrhea. Her vomiting is projectile and she is confused and can't follow directions.	✓			Although no infectious organisms have been identified, symptoms indicate a gastrointestinal illness which has the potential for transmission of infection leading to outbreaks.
Mr. Wind has a cold.	✓	✓		Although no infectious organisms have been identified, symptoms indicate an acute respiratory illness (ARI) which has the potential for transmission of infection leading to outbreaks.

Additional Resource

Appendix N Clinical Syndromes/Conditions with Required Level of Precautions found in PIDAC's [Routine Practices and Additional Precautions in All Health Care Settings](#).

Activity 3: Assign a Sign

Objective

To identify the appropriate signage for different categories of precautions

Materials/props

- Cards showing patient conditions
- Signage cards
- Activity 3 Feedback/Answers

Preparation

- Prepare sufficient sets of signage cards based on anticipated group size.
- Print out the scenario of patients.
- Print out the answer sheet.

Details

- Divide participants into small teams.
- Distribute the patient conditions cards and a set of signage cards to each team.
- Ask participants to discuss and select the correct Additional Precautions sign for each patient condition.
- Provide feedback after the activity as indicated on the Feedback/Answer sheet.

Notes to trainers/facilitators

- This is a short activity.
- It will work with an odd or even number of participants.
- Signage and lanyard cards can be found [here](#).

Activity 3: Assign a Sign

(Cards showing patient conditions)

Cut along the dotted line



Mr. Downpour has a high fever, cough and a sore throat.



Missy Mars has a fever and a rash on her face, ears and neck. Measles is suspected.



Mrs. Comet has diarrhea and vomiting with unknown cause.



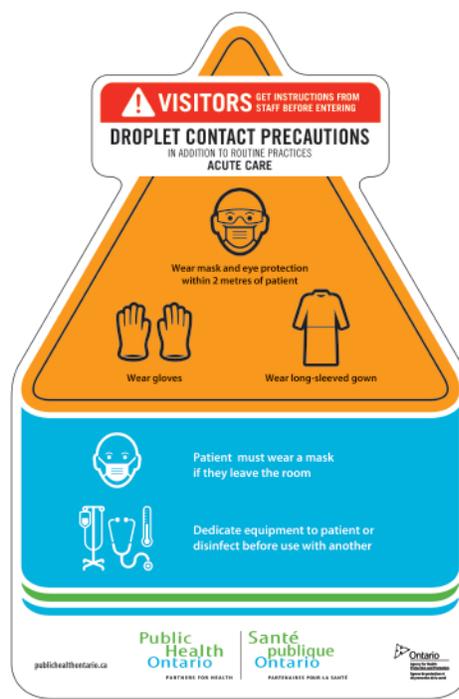
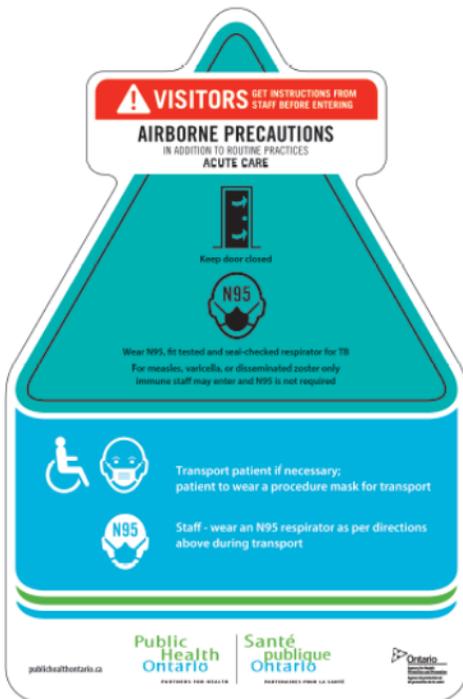
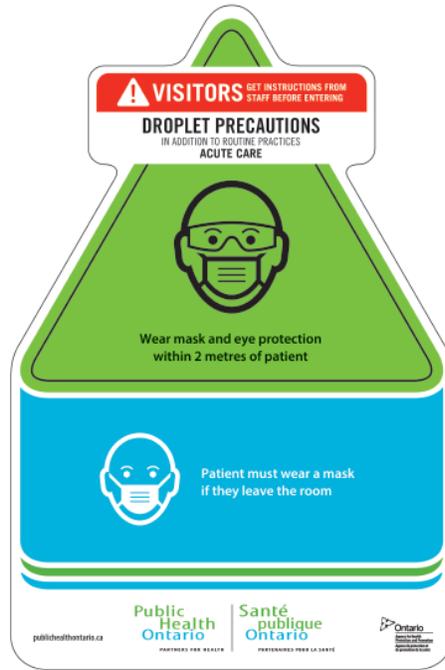
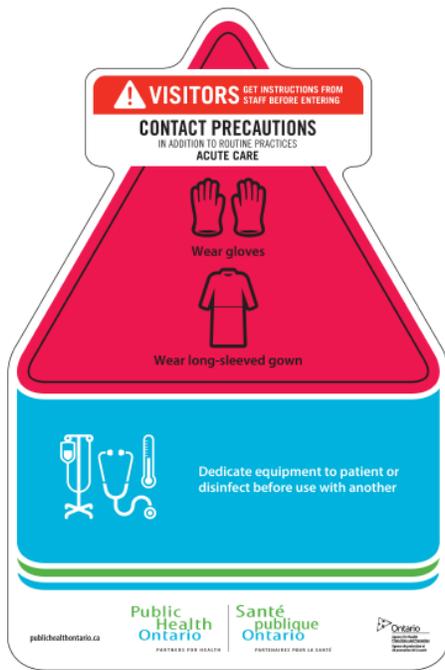
Mr. Saturn has a wound with heavy drainage that has been cultured. Results show that he has methicillin-resistant *Staphylococcus aureus* (MRSA).



Miss Earth is being followed by the local public health unit for active tuberculosis. She is coughing severely.

Activity 3: Assign a Sign

Cut along the dotted line



Activity 3: Assign a Sign Feedback/Answers

Patient Condition	Category of Additional Precautions
Mr. Downpour has a high fever, cough and a sore throat.	<p><i>Droplet-Contact</i></p> <p><i>Mr. Downpour has symptoms of a respiratory infection. Most respiratory infections are spread by both droplet and contact transmission. This requires Droplet-Contact Precautions.</i></p>
Missy Mars has a fever and a rash on her face, ears and neck. Measles is suspected.	<p><i>Airborne</i></p> <p><i>Missy Mars has symptoms of measles. She may have an infection transmitted through the airborne route. This requires Airborne Precautions.</i></p>
Mr. Comet has diarrhea and vomiting with no known cause.	<p><i>Contact</i></p> <p><i>Mr. Comet has symptoms of a gastrointestinal infection and may have a communicable disease. This requires Contact Precautions.</i></p>
Mr. Saturn has a wound with heavy drainage that has been cultured. Results show that he has methicillin-resistant <i>Staphylococcus aureus</i> (MRSA).	<p><i>Contact</i></p> <p><i>Mr. Saturn has a leaking wound that is positive for MRSA. MRSA is spread through contact transmission. This requires Contact Precautions.</i></p>
Miss Earth is being followed by the local public health unit for active tuberculosis. She is coughing severely.	<p><i>Airborne</i></p> <p><i>Miss Earth has active tuberculosis which is spread through the airborne mode of transmission. This requires Airborne Precautions.</i></p>

Activity 4: It's Elementary

Objective

To apply the elements of Additional Precautions

Materials/props

- Role playing cards
- Elements of Additional Precautions cards
- Activity 4 Feedback/Answers

Preparation

- Prepare sufficient sets of Role Playing cards and Elements of Additional Precautions cards for the number of participants/teams.
- Print out the Feedback responses for each of the scenarios.

Details

- Select the scenario or scenarios.
- Divide participants into small teams depending on group size.
- Distribute the role play cards and element cards to each team.

- Ask participants in each team to role play the scenario.
- After the role play, team members take turns to pick an element card.
- The team discusses how to apply the element in the scenario.
- Provide feedback after the activity.

Notes to trainers/facilitators

- Each element icon has suggested questions for discussion. Trainers/facilitators may print out the icons alone or print out the icons together with the questions accompanying each element.
- The number of members for each team will depend on the scenario selected. For example, some scenarios may involve 2 role player characters, some may have more.
- Trainers/facilitators can assign a different scenario to each team or have one team working on more than one scenario and then report back to the group.

Activity 4: It's Elementary - Scenario 1 and 2 Role Playing Cards

There are two different scenarios for Mr. North and Mr. South. Choose one of the scenarios. The same elements cards and feedback apply to both.

Scenario 1 – Contact Scenario - Diarrhea		
Part 1	Narrator	Mr. North is in a two-bed room with Mr. South. Listen to their conversations. You know Mr. North's health and medical history and assess that the diarrhea has no known cause. Mr. North's wife was visiting recently and wasn't feeling well. You suspect that he may have picked up a gastrointestinal infection from her.
Part 2	Mr. North	I just started having diarrhea. My wife was in yesterday and she left suddenly because she wasn't feeling well. I talked to her this morning and she told me she had diarrhea all night.
Part 3	Nurse	Uh-oh! Mr. North, you better stay in your bed. Here is some alcohol-based hand rub for you to clean your hands. Mr. South, how are you feeling? Have you had diarrhea?
Part 4	Mr. South	I'm fine right now. How can I prevent getting diarrhea, too?
Participants take turns picking an element card. The group discusses how to apply each element of Additional Precautions in this scenario.		

Scenario 2 – Contact Scenario - MRSA		
Part 1	Narrator	Mr. North is in a two-bed room with Mr. South. Listen to their conversations. Mr. North has a history of MRSA. He currently has a wound with uncontrolled drainage.
Part 2	Mr. North	Every time I stand up, my wound drains green stuff all over my pajamas and drips all over my bed and onto the floor.
Part 3	Nurse	Uh-oh! Mr. North, you better stay in your bed. Here is some alcohol-based hand rub for you to clean your hands. I'll change your dressing and bed sheets.
Part 4	Mr. South	How can I prevent getting his bugs?
Participants take turns picking an element card. The group discusses how to apply each element of Additional Precautions in this scenario.		

Activity 4: It's Elementary - Scenario 1 and 2 Elements of Additional Precautions Cards

Cut along the dotted line

	<p>Do you need to move any of the patients in this scenario?</p> <p>What would be the best accommodation for Mr. North?</p> <p>What would be the best accommodation for Mr. South?</p>
	<p>Which Additional Precautions sign would be appropriate in this scenario?</p> <p>Where do you need to put the sign?</p>
	<p>Do you need to wear personal protective equipment (PPE) to enter the room or the bed space?</p> <p>Where should the PPE station be located?</p> <p>What PPE do you need?</p> <p>Where should you dispose of contaminated PPE?</p>
	<p>What area(s) in the room need to be cleaned daily?</p> <p>Which surfaces are high-touch surfaces?</p> <p>Is special cleaning required?</p>
	<p>Which equipment can be dedicated?</p> <p>What do you need to do with equipment used when providing care for Mr. North?</p>

Cut along the dotted line



With whom do you need to communicate about Mr. North's status?

What do you need to communicate about Mr. North?



Can Mr. North leave his room?

If he is able to leave his room, what action(s) do you need to take before, during and after transport?



Can Mr. North have visitors?

What education needs to be provided to Mr. North's visitors if they are allowed to visit?

Activity 4: It's Elementary - Feedback - Scenario 1 and 2 Elements of Additional Precautions Cards

Image	Question	Scenario
	<p>Do you need to move any of the patients in this scenario?</p> <p>What would be the best accommodation for Mr. North?</p> <p>What would be the best accommodation for Mr. South?</p>	<p><i>It may depend on the policies of your facility and the availability of rooms. It is preferred that patients who are on Contact Precautions are placed in a single room with a dedicated toilet and sink. The door to this two-bed room may stay open.</i></p> <p><i>Mr. North's and Mr. South's status and their ability to follow instructions need to be considered. Develop an individual care plan for each patient. A decision may need to be made as to whether a commode is required for either Mr. North or Mr. South.</i></p> <p><i>Patients on Additional Precautions may be encouraged to stay in their room to help decrease the risk of spreading infection. For example, Mr. North should remain in his room if he has uncontrolled diarrhea or uncontrolled wound drainage.</i></p>
	<p>Which Additional Precautions sign would be appropriate in this scenario?</p> <p>Where do you need to put the sign?</p>	<p><i>A Contact Precautions sign would be appropriate.</i></p> <p><i>It depends on the setting and the policies of the facility. Usually the Additional Precautions sign is posted on the door to the patient room. It may also be placed in a visible location on the curtain in the affected patient's bed space.</i></p>
	<p>Do you need to wear personal protective equipment (PPE) to enter the room or the bed space?</p> <p>Where should the PPE station be located?</p> <p>What PPE do you need?</p> <p>Where should you dispose of contaminated PPE?</p>	<p><i>Wear PPE whenever you enter the room of a patient on Contact Precautions.</i></p> <p><i>The location of the PPE station depends on the design and policies of your facility.</i></p> <p><i>Gloves must be worn on entering the patient's room or bed space. Gloves must be removed and hands cleaned on exit from the room or bed space. A gown must be worn if skin or clothing will come in contact with the patient or the patient's environment.</i></p> <p><i>The location of the PPE waste receptacles depends on the design and policies of your facility.</i></p>

Image	Question	Scenario
	<p>What area(s) in the room need to be cleaned daily?</p> <p>Which surfaces are high-touch surfaces?</p> <p>Is special cleaning required?</p>	<p><i>All high-touch areas need to be cleaned daily. (This is Routine Practices.)</i></p> <p><i>The high-touch surfaces may include: the bedside table, the telephone, the call bell, the over-the-bed table, the bed rails, the foot of the bed, light switches, door handles and the ABHR dispenser.</i></p> <p><i>Remove and launder the curtains if they are soiled or on discharge/transfer cleaning.</i></p> <p><i>Special cleaning would be required if Mr. North has Vancomycin Resistant Enterococcus (VRE), or Clostridium difficile (C. difficile).</i></p>
	<p>Which equipment can be dedicated?</p> <p>What do you need to do with equipment used when providing care for Mr. North?</p>	<p><i>It depends on the availability of equipment on the unit.</i></p> <p><i>All equipment used when providing care for Mr. North needs to be cleaned and disinfected after use. (This is Routine Practices.)</i></p>
	<p>With whom do you need to communicate about Mr. North's status?</p> <p>What do you need to communicate about Mr. North?</p>	<p><i>It is important that you tell the patient and his/her family why Contact Precautions are in place. Also ensure that other departments, facilities or transport service providers are aware of the need for Contact Precautions.</i></p> <p><i>It is also important to educate Mr. North and Mr. South about hand hygiene.</i></p>
	<p>Can Mr. North leave his room?</p> <p>If he is able to leave his room, what action(s) do you need to take before, during and after transport?</p>	<p><i>If Mr. North must have a special test, such as an x-ray, then, he will need to be transported.</i></p> <p><i>Before transportation, the receiving department needs to know that Mr. North is on Contact Precautions.</i></p> <p><i>During the transport, you need to wear gloves and gown if you provide direct care for Mr. North.</i></p> <p><i>After transport, clean and disinfect used equipment as a routine practice.</i></p>

Image	Question	Scenario
	<p>Can Mr. North have visitors?</p> <p>What education needs to be provided to Mr. North's visitors if they are allowed to visit?</p>	<p><i>Yes, Mr. North can have visitors.</i></p> <p><i>Show visitors how to clean their hands properly with alcohol-based hand rub or soap and water when they enter and leave the room.</i></p> <p><i>Visitors do not need to wear PPE unless they are providing direct care, such as assisting with toileting or bathing the patient.</i></p>

Activity 4: It's Elementary - Scenario 3 and 4 Role Playing Cards

There are two different scenarios for Mr. Wind, Mr. Breeze and Mr. Storm. Choose one of the scenarios. The same element cards and feedback apply to both.

Scenario 3 - Droplet-Contact Scenario - Influenza		
Part 1	Narrator	Mr. Wind is in a four-bed room with Mr. Breeze and Mr. Storm. The fourth bed is empty. Listen to their conversations. Mr. Wind has a fever, cough, and shortness of breath. His symptoms are the same as two other patients on the unit.
Part 2	Nurse	Mr. Wind, I'm Wendy, your nurse for today. How are you feeling?
Part 3	Mr. Wind	I feel horrible. I don't even want to lift my head off the pillow. I'm really hot, too. This is the worst cold I have ever had in my life.
Part 4	Nurse	Uh-oh! You'd better stay in your bed. We have other patients on the unit with the same symptoms. I'll have the doctor come and see you shortly.
Part 5	Mr. Breeze	My buddy was awake all night. I don't want to get what he has.
Part 6	Mr. Storm	I don't want it either.
Participants take turns picking an element card. The group discusses how to apply each element of Additional Precautions in this scenario.		

Scenario 4 - Droplet-Contact Scenario - Common Cold		
Part 1	Narrator	Mr. Wind is in a four-bed room with Mr. Breeze and Mr. Storm. The fourth bed is empty. Listen to their conversations. Mr. Wind has a runny nose, sore throat and a cough. His symptoms are the same as two other patients on the unit.
Part 2	Nurse	Mr. Wind, I'm Wendy, your nurse for today. How are you feeling?
Part 3	Mr. Wind	I feel horrible. My nose is dripping like a tap. Listen to how hoarse my voice is!
Part 4	Nurse	Uh-oh! You'd better stay in your bed. We have other patients on the unit with the same symptoms. I'll bring you more facial tissues, a garbage bag and some throat lozenges.
Part 5	Mr. Breeze	My buddy was awake all night. I don't want to get what he has.
Part 6	Mr. Storm	I don't want it either.
Participants take turns picking an element card. The group discusses how to apply each element of Additional Precautions in this scenario.		

Activity 4: It's Elementary - Scenario 3 & 4 Elements of Additional Precautions Cards

Cut along the dotted line

	<p>Do you need to move any of the patients in this scenario?</p>
	<p>Which Additional Precautions sign would be appropriate in this scenario?</p> <p>Where do you need to put the sign?</p>
	<p>Do you need to wear personal protective equipment (PPE) to enter the room or the bed space?</p> <p>Where should the PPE station be located?</p> <p>What PPE do you need?</p> <p>Where should you dispose of contaminated PPE?</p>
	<p>What area(s) in the room need to be cleaned daily?</p> <p>Which surfaces are high-touch surfaces?</p> <p>Is special cleaning required?</p>
	<p>Which equipment can be dedicated?</p> <p>What do you need to do with equipment used when providing care for Mr. Wind?</p>

Cut along the dotted line



With whom do you need to communicate about Mr. Wind's status?

What do you need to communicate about Mr. Wind?



Can Mr. Wind leave his room?

If he is able to leave his room, what action(s) do you need to take before, during and after transport?



Can Mr. Wind have visitors?

What education needs to be provided to Mr. Wind's visitors if they are allowed to visit?

Activity 4: It's Elementary - Scenario 3 & 4 Feedback for Elements of Additional Precautions Cards

Image	Question	Scenario
	<p>Do you need to move any of the patients in this scenario?</p>	<p><i>It may depend on the policies of your facility and the availability of rooms.</i></p> <p><i>Ideally, patients who require Droplet Precautions should be placed in a single room with a dedicated toilet and sink.</i></p> <p><i>If a single room is not available, the infection risk to others in the room should be considered in making the decision about accommodation. Ask your Infection Control Professional or designate to help make decisions about moving patients.</i></p> <p><i>Each patient's ability to follow precautions needs to be assessed to help determine the best accommodation. Develop an individual care plan.</i></p> <p><i>The door to the patient's room may stay open. Mr. Wind should be encouraged to stay in his room to help decrease the risk of spreading this respiratory infection.</i></p>
	<p>Which Additional Precautions sign would be appropriate in this scenario?</p> <p>Where do you need to put the sign?</p>	<p><i>Droplet-Contact signage would be appropriate in this scenario.</i></p> <p><i>Signage placement depends on the setting and the policies of the facility. Usually the Additional Precautions sign is posted on the door to the patient room. It may also be placed in a visible location on the curtain of the affected patient's bed space.</i></p>
	<p>Do you need to wear PPE to enter the room or the bed space?</p> <p>Where should the PPE station be located?</p> <p>What PPE do you need?</p>	<p><i>Wear a mask and eye protection whenever you are within two metres of a patient who is on Droplet Precautions.</i></p> <p><i>The location of the PPE station depends on the design and policies of your facility.</i></p> <p><i>Gloves must be worn on entering the patient's room or bed space. Gloves must be removed and hands cleaned on exit from the room or bed space. A gown must be worn if skin or clothing will come in contact with the patient or the patient's environment.</i></p> <p><i>The location of the PPE waste receptacles depends on</i></p>

Image	Question	Scenario
	<p>Where should you dispose of contaminated PPE?</p>	<p><i>the design and policies of your facility.</i></p>
	<p>What area(s) in the room need to be cleaned daily?</p> <p>Which surfaces are high-touch surfaces?</p> <p>Is special cleaning required?</p>	<p><i>All high-touch areas need to be cleaned daily. (This is Routine Practices.)</i></p> <p><i>The high-touch surfaces may include: the bedside table, the telephone, the call bell, the over-the-bed table, the bed rails, the foot of the bed, light switches, door handles and the ABHR dispenser.</i></p> <p><i>Remove and launder the curtains if they are soiled or on discharge/transfer cleaning.</i></p> <p><i>Special cleaning is not required.</i></p>
	<p>Which equipment can be dedicated?</p> <p>What do you need to do with equipment used when providing care for Mr. Wind?</p>	<p><i>Use equipment dedicated to the patient whenever possible.</i></p> <p><i>Equipment that is shared between patients needs to be cleaned and disinfected after each use, before being used with another patient.</i></p> <p><i>(This is Routine Practices.) Paper or mobile electronic patient records should be kept outside of the patient room.</i></p>
	<p>With whom do you need to communicate about Mr. Wind's status?</p> <p>What do you need to communicate about Mr. Wind?</p>	<p><i>It is important that you tell the patient and his/her family why Droplet-Contact Precautions are in place. Also ensure that other departments, facilities or transport service providers are aware of the need for Droplet-Contact Precautions.</i></p>
	<p>Can Mr. Wind leave his room?</p> <p>If Mr. Wind has to leave his room for diagnostic testing, what action(s) do you need to take before, during and after transport?</p>	<p><i>Transporting a patient on Droplet-Contact Precautions should be limited unless it is necessary for a specific test or procedure.</i></p> <p><i>Before transportation, the receiving department needs to know that Mr. Wind is on Droplet- Contact Precautions.</i></p> <p><i>Give Mr. Wind a mask to wear. If he cannot tolerate wearing a mask, the transport staff must use eye protection and a mask. Transport staff must wear gloves and a gown if in direct contact with the patient during transport.</i></p>

Image	Question	Scenario
		<i>After transport, clean and disinfect used equipment as a routine practice.</i>
	<p>Can Mr. Wind have visitors?</p> <p>What education needs to be provided to Mr. Wind's visitors if they are allowed to visit?</p>	<p><i>Yes, Mr. Wind can have visitors.</i></p> <p><i>Show visitors how to clean their hands properly with alcohol-based hand rub or soap and water when they enter and leave the room.</i></p> <p><i>A mask should be worn, by all visitors, whenever they are within two meters of the patient.</i></p> <p><i>The only exception to this is in the paediatric setting. Household contacts of children on Droplet-Contact Precautions do not need to wear a mask since they have already been exposed in the home.</i></p>

Activity 4: It's Elementary - Scenario 5 Role Playing Cards

Scenario 5 – Airborne *(cut along dotted lines)*

Part 1	Narrator	Mr. Speck lives on the street and sometimes goes to the local homeless shelter. He arrives at the Emergency Department with a history of night sweats, weight loss, and lack of appetite and has started coughing up blood.
Part 2	Emergency Doctor	How long have you been living on the streets? How long have you been coughing?
Part 3	Mr. Speck	Oh my! It has been about twenty years now. Just started coughing about a month ago. When I started coughing blood, I thought I'd better come in.
Part 4	Emergency Doctor	Have you ever been tested for tuberculosis? I'm going to admit you for investigation.
Participants take turns picking an element card. The group discusses how to apply each element of Additional Precautions in this scenario.		

Activity 4: It's Elementary - Scenario 5 Elements of Additional Precautions Cards

Cut along dotted line

	<p>What accommodation is needed for Mr. Speck?</p>
	<p>Which Additional Precautions sign would be appropriate in this scenario? Where do you need to put the sign?</p>
	<p>Do you need to wear personal protective equipment (PPE) to enter the room or the bed space? Where should the PPE station be located? What PPE do you need? Where should you dispose of contaminated PPE?</p>
	<p>Is special cleaning required?</p>
	<p>What do you need to do with equipment used when providing care for Mr. Speck?</p>
	<p>With whom do you need to communicate about Mr. Speck's status?</p>

Cut along dotted line



What action(s) do you need to take before, during and after transport?



Can Mr. Speck have visitors?

What education needs to be provided to Mr. Speck's visitors if they are allowed to visit?

Activity 4: It's Elementary - Scenario 5 Feedback for Elements of Additional Precautions Cards

Image	Question	Scenario
	<p>What accommodation is needed for Mr. Speck?</p>	<p><i>Patients who require Airborne Precautions should be placed in an airborne infection isolation room. This is also referred to as a negative pressure room. The door to the room must remain closed.</i></p>
	<p>Which Additional Precautions sign would be appropriate in this scenario?</p> <p>Where do you need to put the sign?</p>	<p><i>An Airborne Precautions sign must be placed on the door to the airborne infection isolation room.</i></p>
	<p>Do you need to wear PPE to enter the room or the bed space?</p> <p>Where should the PPE station be located?</p> <p>What PPE do you need?</p> <p>Where should you dispose of contaminated PPE?</p>	<p><i>For patients with confirmed or suspected tuberculosis, health care providers must wear a fit-tested, seal-checked N95 respirator to enter the room.</i></p> <p><i>PPE should be outside the room or in the ante-room.</i></p> <p><i>The location of the PPE waste receptacles depends on the design and policies of your facility.</i></p>
	<p>Is special cleaning required?</p>	<p><i>Routine environmental cleaning practices should be followed.</i></p>
	<p>What do you need to do with equipment used when providing care for Mr. Speck?</p>	<p><i>Follow Routine Practices for use and cleaning of shared medical equipment.</i></p>

Image	Question	Scenario
	<p>With whom do you need to communicate about Mr. Speck's status?</p>	<p><i>It is important that you tell the patient and his/her family why Airborne Precautions are in place. Also ensure that other departments, facilities or transport service providers are aware of the need for Airborne Precautions.</i></p>
	<p>What action(s) do you need to take before, during and after transport?</p>	<p><i>Patients on Airborne Precautions should remain in their room and transportation should be limited to only those procedures that are medically necessary. If the patient needs to be transported, then they must wear a surgical mask, and staff must wear an N95 respirator during the transport.</i></p>
	<p>Can Mr. Speck have visitors? If so, what education needs to be provided to Mr. Speck's visitors?</p>	<p><i>Visitors to patients on precautions for tuberculosis should be limited to only household contacts. Household contacts should be assessed for active tuberculosis prior to visiting the facility. An N95 respirator is not required, as they have already been exposed in the household.</i></p> <p><i>Visitors, other than household contacts, should be discouraged from visiting.</i></p>

Activity 4: It's Elementary - Scenario 6 Role Playing Cards

Scenario 6 – Airborne – Measles *(cut along dotted lines)*

Part 1	Narrator	Miss Spot is recovering from an operation on her leg. She is six years old.
Part 2	Nurse	Good morning. How are you feeling this morning?
Part 3	Miss Spot	I feel hot. I need to blow my nose and my eyes are drippy, too.
Part 4	Miss Spot's mother	I've been here all night. She has a bit of a rash on her tummy. I hope she isn't getting measles. She was playing with her cousin a few weeks ago. I just found out that her cousin has measles.
Participants take turns picking an element card. The group discusses how to apply each element of Additional Precautions in this scenario.		

Activity 4: It's Elementary - Scenario 6 Elements of Additional Precautions Cards

Cut along dotted lines

	What accommodation is needed for Miss Spot?
	Which Additional Precautions sign would be appropriate in this scenario? Where do you need to put the sign?
	Do you need to wear personal protective equipment (PPE) to enter the room or the bed space? Where should the PPE station be located? What PPE do you need? Where should you dispose of contaminated PPE?

Cut along dotted lines



Is special cleaning required?



What do you need to do with equipment used when providing care for Miss Spot?



With whom do you need to communicate about Miss Spot's status?



Can Miss Spot leave her room?

If she is able to leave her room, what action(s) do you need to take before, during and after transport?



Can Miss Spot have visitors?

What education needs to be provided to Miss Spot's visitors if they are allowed to visit?

Activity 4: It's Elementary - Scenario 6 Feedback for Elements of Additional Precautions Cards

Image	Question	Scenario
	<p>What accommodation is needed for Miss Spot?</p>	<p><i>Patients who require Airborne Precautions should be placed in an airborne infection isolation room. This is also referred to as a negative pressure room. The door to the room must remain closed.</i></p>
	<p>Which Additional Precautions sign would be appropriate in this scenario?</p> <p>Where do you need to put the sign?</p>	<p><i>An Airborne Precautions sign must be placed on the door to the airborne infection isolation room.</i></p>
	<p>Do you need to wear PPE to enter the room or the bed space?</p> <p>Where should the PPE station be located?</p> <p>What PPE do you need?</p> <p>Where should you dispose of contaminated PPE?</p>	<p><i>For patients with measles or varicella (chickenpox), it is preferred that only staff who have documented immunity to the particular disease enters the room. If you are immune, you do not need to wear an N95 respirator. However, if you do not have documented immunity then you must wear a fit-tested, seal-checked N95 respirator.</i></p> <p><i>PPE should be outside the room or in the ante-room.</i></p> <p><i>The location of the PPE waste receptacles depends on the design and policies of your facility.</i></p>
	<p>Is special cleaning required?</p>	<p><i>Routine environmental cleaning practices should be followed.</i></p>
	<p>What do you need to do with equipment used when providing care for Miss Spot?</p>	<p><i>Follow Routine Practices for use and cleaning of shared medical equipment.</i></p>

Image	Question	Scenario
	<p>With whom do you need to communicate about Miss Spot's status?</p>	<p><i>It is important that you tell the patient and his/her family why Airborne Precautions are in place. Also ensure that other departments, facilities or transport service providers are aware of the need for Airborne Precautions.</i></p>
	<p>Can Miss Spot leave her room? If she is able to leave her room, what action(s) do you need to take before, during and after transport?</p>	<p><i>Patients on Airborne Precautions should remain in their room and transportation should be limited to only those procedures that are medically necessary.</i></p> <p><i>If the patient needs to be transported, then they must wear a surgical mask, and staff must wear an N95 respirator during the transport.</i></p>
	<p>Can Miss Spot have visitors? What education needs to be provided to Miss Spot's visitors if they are allowed to visit?</p>	<p><i>For patients on precautions due to measles or varicella, household contacts are not required to wear an N95 respirator as they have been exposed in the household. Assess household contacts for active infection prior to each visit.</i></p> <p><i>Visitors of patients with measles or varicella who are known to be immune do not need to wear an N95 respirator to visit.</i></p> <p><i>People who are not household contacts and are not immune should not visit.</i></p>

Activity 5: *Story, Not Sorry*

Objectives

To apply the categorization and elements of Additional Precautions

Materials/props

- Worksheet containing the scenario and questions for discussion

Preparation

- Prepare hard copies of the scenarios.
- Print out the suggested feedback.

Details

- Arrange participants to work in groups (group size can vary depending on the number of participants in the training session).
- Give each group or each member a hard copy of the scenarios.
- Assign a time for the discussion.
- Select groups to present the results of their discussion.
- Provide feedback.

Activity 5: Story, Not Sorry - Case 1 Mr. Downpour

Cut along dotted lines

Scenario	<p>Mr. Downpour presents in the Emergency Department (ED) with a high fever, cough, sore throat and shortness of breath.</p> <p>Mr. Downpour cleans his hands at the ABHR station and puts on a mask. He is assessed at triage by a nurse; then he sits in the corner of the waiting room. Other patients in the waiting room are 2 meters away. Mr. Downpour's nasopharyngeal swab is positive for seasonal influenza.</p>	
Questions	<p>What category of Additional Precaution is required? Explain the reason.</p> <p>Is anyone in this scenario at risk of getting influenza? Explain why.</p> <p>If Mr. Downpour requires admission, what is the best accommodation for Mr. Downpour?</p> <p>If Mr. Downpour needs to go for a CT scan, what arrangements should be made?</p>	

Case 1 Mr. Downpour - Feedback

Items	Questions and details	
Scenario	<p>Mr. Downpour presents in the Emergency Department (ED) with a high fever, cough, sore throat and shortness of breath.</p> <p>Mr. Downpour cleans his hands at the ABHR station and puts on a mask. He is assessed at triage by a nurse; then he sits in the corner of the waiting room. Other patients in the waiting room are 2 meters away. Mr. Downpour's nasopharyngeal swab is positive for seasonal influenza.</p>	
Questions	<p>What category of Additional Precaution is required? Explain the reason.</p> <p>Is anyone in this scenario at risk of getting influenza? Explain why.</p> <p>If Mr. Downpour requires admission, what is the best accommodation for Mr. Downpour?</p> <p>If Mr. Downpour needs to go for a CT scan, what arrangements should be made?</p>	<p>Mr. Downpour has signs and symptoms of seasonal influenza. Seasonal influenza requires both droplet and contact precautions. The influenza virus is spread by respiratory droplets and contact with contaminated surfaces.</p> <p>No one is at risk. Mr. Downpour cleaned his hands and put on a mask upon entry to the emergency department. The mask will contain the influenza droplets and by cleaning his hands, Mr. Downpour has removed the virus from his hands. In addition, he is sitting more than 2 metres away from other patients. No one needs to be sorry here!</p> <p>A single room with a dedicated washroom is the best option for Mr. Downpour. This will help reduce the risk of exposure for other patients.</p> <p>You should call the Diagnostic Imaging Department ahead of time.</p> <p>Ask Mr. Downpour to remain in his room until his test.</p> <p>The transport staff needs to put on eye protection, a mask, gloves and gown if he/she has to help move Mr. Downpour onto the CT scan table.</p>

Activity 5: Story, Not Sorry - Case 2 Ms. Trot

Cut along dotted lines

Scenario	Ms. Trot was admitted to a two-bed room for management of dehydration related to vomiting and diarrhea. A stool specimen was obtained and sent to the laboratory on admission. The next day the laboratory report showed that she has norovirus.	
Questions	<p>What category of Additional Precautions is needed for Ms. Trot? Explain the reason.</p> <p>What personal protective equipment (PPE) is required to provide direct care for Ms. Trot?</p> <p>When you review Ms. Trot's accommodation, what factor(s) would you consider?</p> <p>What areas in Ms. Trot's room require daily cleaning?</p> <p>Ms. Trot's neighbor comes to visit and sees the sign on the door. She asks you what she should do. What advice would you give Ms. Trot's neighbor?</p>	

Case 2 Ms. Trot - Feedback

Items	Questions and details	
<p>Scenario</p>	<p>Ms. Trot was admitted to a two-bed room for management of dehydration related to vomiting and diarrhea. A stool specimen was obtained and sent to the laboratory on admission. The next day the laboratory report showed that she has norovirus.</p>	
<p>Questions</p>	<p>What category of Additional Precautions is needed for Ms. Trot? Explain the reason.</p> <p>What PPE is required to provide direct care for Ms. Trot?</p> <p>When you review Ms. Trot’s accommodation, what factor(s) would you consider?</p> <p>What areas in Ms. Trot’s room require daily cleaning?</p> <p>Ms. Trot’s neighbor comes to visit and sees the sign on the door. She asks you what she should do. What education would you give Ms. Trot’s neighbor?</p>	<p>Patients with norovirus infection require contact precautions. It is spread by contact with feces, emesis and contaminated surfaces.</p> <p>You will need gown and gloves when you provide direct care for Ms. Trot.</p> <p>When you review Ms. Trot’s accommodation, consider:</p> <ul style="list-style-type: none"> • how norovirus is spread • the length of time Ms. Trot’s roommate has shared the same room • the availability of single rooms • who should use the washroom and who should use the commode <p>All high touch surfaces need to be cleaned daily. They may include:</p> <ul style="list-style-type: none"> • Bedside table • Bed railing • Telephone • Call bell • Over bed table • Door knob • Light switches • ABHR dispensers <p>Education for Ms. Trot’s neighbor may include:</p> <ul style="list-style-type: none"> • Cleaning hands when entering and leaving Ms. Trot’s room • Not using the washroom in Ms. Trot’s room • Wearing gloves and a gown when providing direct care

Activity 5: Story, Not Sorry - Case 3 Mr. Flag

Cut along dotted lines

Scenario	<p>Mr. Flag has been admitted to a 4-bed room with cellulitis of his right leg. An antibiotic resistant organism (ARO) screening swab was sent the morning after his admission because Mr. Flag had a previous hospitalization two months ago for pneumonia. There are 2 other patients in the room with Mr. Flag. Mr. Green is a 23-year old male admitted this morning due to a flare up of his ulcerative colitis. He is up and walking around the unit. Mr. Walk is an 86-year old male admitted two weeks ago for confusion. He has a history of wandering and frequently is found in other patient's beds. The fourth bed is empty.</p> <p>You are notified 2 days later that Mr. Flag's swab is positive for methicillin-resistant <i>Staphylococcus aureus</i> (MRSA).</p>	
Questions	<p>What category of Additional Precautions is needed for Mr. Flag? Explain the reason.</p> <p>What factors would you consider related to Mr. Flag's accommodation?</p> <p>Who would you move? Why?</p>	

Case 3 Mr. Flag - Feedback

Items	Questions and details	
<p>Scenario</p>	<p>Mr. Flag has been admitted to a 4-bed room with cellulitis of his right leg. An antibiotic resistant organism (ARO) screening swab was sent the morning after his admission because Mr. Flag had a previous hospitalization two months ago for pneumonia. There are 2 other patients in the room with Mr. Flag. Mr. Green is a 23-year old male admitted this morning due to a flare up of his ulcerative colitis. He is up and walking around the unit. Mr. Walk is an 86-year old male admitted two weeks ago for confusion. He has a history of wandering and frequently is found in other patient's beds. The fourth bed is empty.</p> <p>This morning you are notified that Mr. Flag's swab is positive for methicillin-resistant <i>Staphylococcus aureus</i> (MRSA).</p>	
<p>Questions</p>	<p>What category of Additional Precautions is needed for Mr. Flag? Explain the reason.</p> <p>What factors would you consider related to Mr. Flag's accommodation?</p> <p>Who would you move? Why?</p>	<p>Mr. Flag requires Contact Precautions. MRSA is spread through contact transmission.</p> <p>When reviewing Mr. Flag's accommodation, the following factors should be considered:</p> <ul style="list-style-type: none"> • Availability of rooms • The length of time Mr. Flag's roommates have shared the same room • The need to screen Mr. Flag's roommates • The risk to the roommates of acquiring MRSA • The policy of the organization <p>Moves would be made after considering the availability of single rooms and the policies and procedures of the hospital. Ideally, Mr. Flag would be moved into a single room. If there is another bed available in another room, Mr. Green could be moved since he has been sharing the room with Mr. Flag for less than 12 hours. The length of time Mr. Walk has been a roommate along with his tendency to wander makes him a poor candidate to move. Consult with your Infection Control Professional or designate.</p>

Activity 5: Story, Not Sorry - Case 4 Mr. Cloud

Items	Details	
Scenario	Mr. Cloud is on airborne precautions because he has tuberculosis. He must have a special test in the Diagnostic Imaging Department.	
Question	Discuss and describe all appropriate actions and procedures to transport Mr. Cloud to the Diagnostic Imaging Department.	

Case 4 Mr. Cloud - Feedback

Items	Questions and details	
Scenario	Mr. Cloud is on airborne precautions because he has tuberculosis. He must have a special test in the Diagnostic Imaging Department.	
Question	Discuss and describe all appropriate actions and procedures to transport Mr. Cloud to the Diagnostic Imaging Department.	<p>The procedures are as follows:</p> <ul style="list-style-type: none"> • Call the Diagnostic Imaging Department • Clean hands (moment 1) • HCP transporting Mr. Cloud puts on an N95 respirator • Enter room and put a mask on Mr. Cloud • Move Mr. Cloud out of the room • Clean hands (moment 4) • Transport Mr. Cloud to the Diagnostic Imaging Department

Activity 6: Cross the Line

Objective

To consolidate and reinforce the categorization and the elements of Additional Precautions and Routine Practices. (This is an advanced activity.)

Materials/props

- Masking tape
- pictures of 4 different patients in bed or 4 ginger bread men
- 2 pictures of a wash room with toilet and sink
- 2 pictures of a commode
- Sample scenario sheet from previous Activities 1 through 5

Preparation

- Place masking tape on the floor to map out two, 2-bed adjacent rooms. Each has a doorway to the hall and a wash room. Refer to photograph (next page).
- Use masking tape to map out the curtain in between the beds.
- Put a picture of a patient or gingerbread man in each patient bed space.
- Put a picture of a toilet and sink in each wash room.
- Put a picture of a clean commode outside each room.

Details

- Set up the training venue for the activity.
- Ask the participants to stand around the taped boundary and study the scene.
- Use sample scenarios from previous activities that have two-bed rooms in the scenario, specifically Activity 4: Scenario 1 and 2, or Activity 5: Case 2.

- Ask leading questions and provide feedback.

Notes to trainers/facilitators

- This can be a large group activity.
- Ahead of time, you could give participants scenarios to read or roles to play.
- It will work with an odd or even number of participants.
- The time allocated for the discussion can be adjusted based on the length of the training session.
- Trainers/facilitators who use this activity must be competent and familiar with Routine Practices and Additional Precautions as well as hand hygiene according to the *Just Clean Your Hands* Program. It is recommended that trainers/facilitators complete the IPAC Core Competencies Routine Practices and Additional Precautions Course materials prior to conducting training and are prepared for a variety of discussion topics.
- The participants' responses will vary and trainers/facilitators must be flexible in directing the discussion and feedback.
- Also consider asking questions about Routine Practices and the four moments of hand hygiene.
- This is also an opportunity to use case examples that have occurred in your facility. Use the exercise to discuss how you would assign categories of additional precautions and apply the elements of routine practices and additional precautions in those case examples.

Photograph showing suggested room layout:

