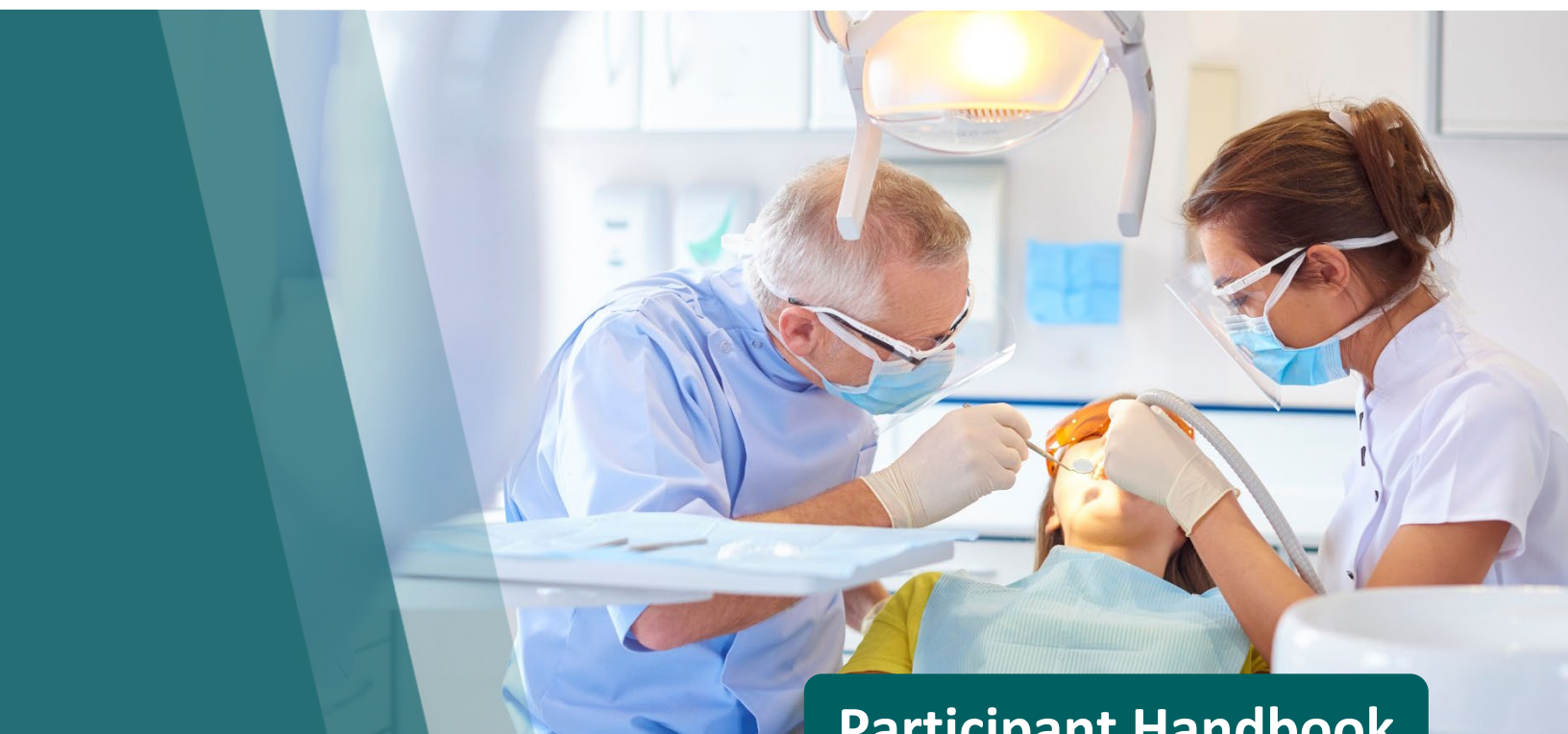


IPAC for Health Care Workers in Dental Clinic Settings

In-Person Training Course



Participant Handbook

Published: February 2026

Public Health Ontario

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- infection prevention and control
- environmental and occupational health
- emergency preparedness
- health promotion, chronic disease and injury prevention
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Introduction

Welcome to the [IPAC for Health Care Workers in Dental Clinic Settings In-Person Training Course](#). This four-module course focuses on core IPAC principles essential for protecting HCWs and their patients/clients from health care-associated infections. It covers key IPAC topics and provides opportunities for practical application, aligning with Public Health Ontario's (PHOs), [IPAC for Health Care Workers Online Learning Course](#).

Target Audience

All health care workers in dental settings, including but not limited to dentists, dental hygienists, dental assistants, students and volunteers in their organization.

Course Overview

This course consists of four modules covering essential Infection Prevention and Control (IPAC) topics, with opportunities for practical application. Modules 1–3 include presentation slides and practice activities, the practice activities include hands-on exercises to apply what you learn, such as scenarios, worksheets, checklists, and quizzes. Module 4 includes practice activities with multiple-choice questions and a final quiz to assess your knowledge.

How to Use This Guide

This handbook includes worksheets aligned with the practice activities and quizzes found throughout the training course. It will be provided digitally (e.g., by email) or printed and distributed to you prior to starting the course. You will use it to actively participate in module discussions, activities, and quizzes, and to record notes throughout the training course.

Module 1

Introduction to IPAC and Routine Practices



 Total Estimated Time: 3.0 hours

Learning Objectives

By the end of the first module, you will be able to:

- Describe the six links in the Chain of Transmission (COT) and how to use IPAC strategies to break the links in the chain to prevent infections.
- Perform a risk assessment as a Routine Practice to evaluate the potential risk of infection.
- Use a risk assessment to determine the need for personal protective equipment (PPE).

Practice Activities

[Chain of Transmission Discussion](#)

[Point-of-Care Risk Assessment Scenario](#)

[Personal Protective Equipment Demonstration](#)

[Personal Protective Equipment Sorting Cards](#)

[Practice Quiz](#)


Practice Activity

Chain of Transmission Discussion

Objectives

Discuss how infections can be transmitted and prevented.

Estimated Time

 20 minutes

Materials

Participant worksheet

Format

Small groups, pairs, or large group

Resources

[PIDAC Best Practices: Routine Practices and Additional Precautions for All Health Care Settings](#)

Instructions

1. In your group, review the Chain of Transmission image.
2. Explain how Norovirus can be transmitted and prevented in the worksheet.
3. Share findings in a group discussion.

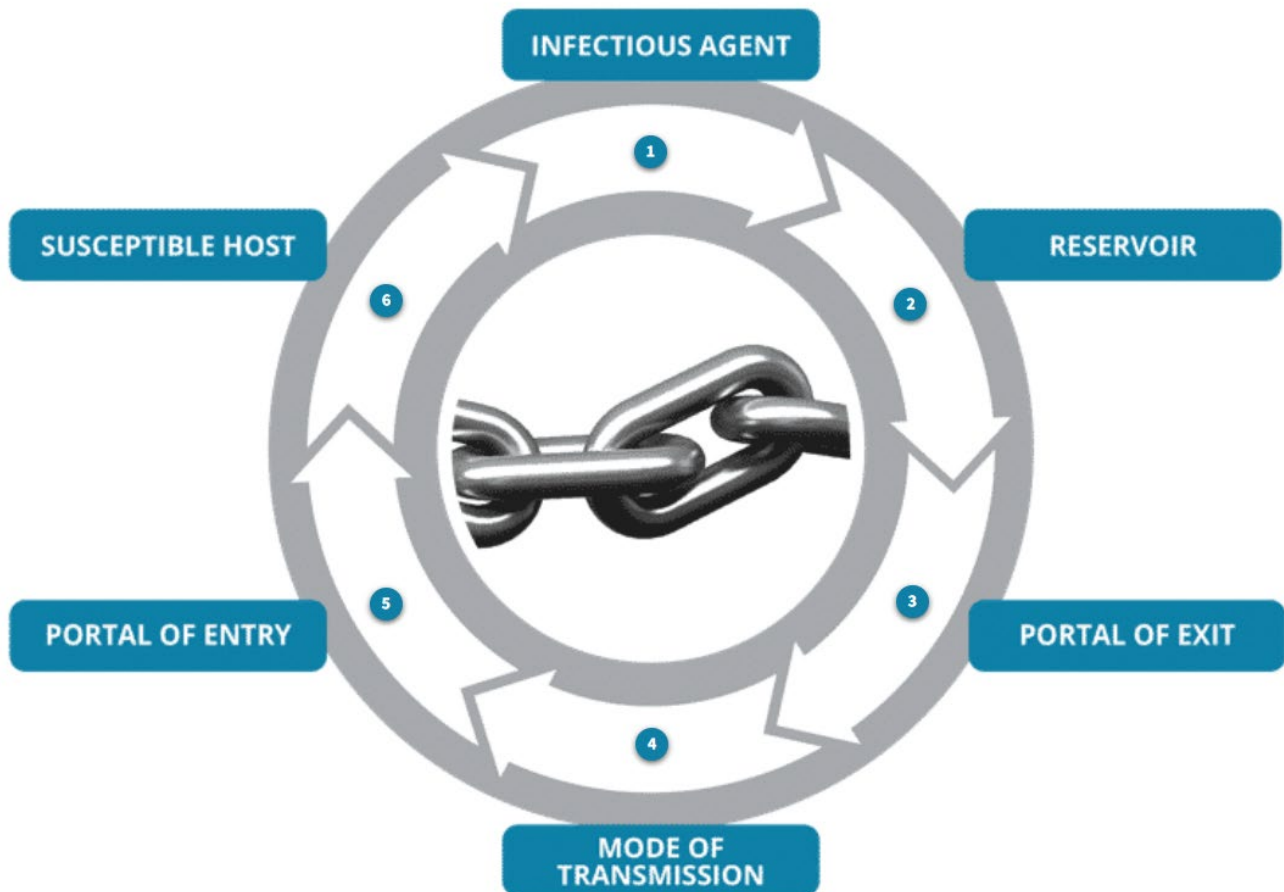


Participant Worksheet

Chain of Transmission Discussion

Discussion Question:

Using the Chain of Transmission, explain how Norovirus can be transmitted and prevented.



Discussion Notes:


Practice Activity

Point-of-Care Risk Assessment Scenario

Objectives

Practice conducting a point-of-care risk assessment using a realistic scenario to identify potential risks and determine appropriate IPAC measures.

Estimated Time

 20 minutes

Materials

Participant worksheet

Format

Small groups, pairs, or large group

Instructions

1. Listen as the trainer reads the scenario aloud.
2. Think about what your first step should be before providing care.
3. Ask yourself key questions to assess the risk of exposure and transmission.
4. Record your answers in the worksheet.
5. Discuss your responses with your group.



Participant Worksheet

Point-of-Care Risk Assessment Scenario

Scenario

A 71-year-old man (he/him) arrives for a dental appointment stating that he has a fever, respiratory symptoms and a cough. He seems tired but is able to follow instructions. You are a new dental hygienist assigned to this patient/client.



Discussion Question 1:

What is the first thing you need to do before you provide care for this patient/client?

Discussion Question 2:

What questions should you ask yourself to assess the risk of exposure to infectious agents, and the risk of spreading agents to others?


Practice Activity

Personal Protective Equipment Demonstration

Objectives

Practice proper technique for putting on (donning) and removing (doffing) PPE.

Estimated Time

 30 minutes

Materials

Participant worksheet, and PPE (personal protective equipment) supplies:

- Alcohol based hand rub
- Disposable gloves and disposable gowns
- Medical masks
- Eye protection
- Garbage bag/container

Format

Pairs or small groups

Resources

These videos can be used to review the proper technique for donning and doffing PPE:

[Putting on Gloves](#)

[Taking off Gloves](#)

[Putting on Gown and Gloves](#)

[Taking off Gown and Gloves](#)

[Putting on Mask and Eye Protection](#)

[Taking off Mask and Eye Protection](#)

Instructions

1. Watch a demonstration or video on donning and doffing PPE.
2. Pair up with a partner or join a small group.
3. Take turns practicing putting on and removing PPE.
4. Use the checklist to observe and assess your partner's technique.
5. Record any errors or observations.
6. Discuss common mistakes and repeat the activity if needed.



Participant Worksheet

Personal Protective Equipment Demonstration

Personal Protective Equipment (PPE) Donning Checklist:

Put a checkmark (✓) in the action column if the step is completed properly.

Action	Step Number	Steps	Demonstration Comments
<input type="checkbox"/>	Step 1	Perform hand hygiene.	
<input type="checkbox"/>	Step 2	Put on the gown tying at the neck and waist.	
<input type="checkbox"/>	Step 3	Put on the medical mask, securing ties or loops and mould metal piece over nose.	
<input type="checkbox"/>	Step 4	Place eye protection over face and adjust to fit.	
<input type="checkbox"/>	Step 5	Pull on each glove over the cuff of the gown.	

Personal Protective Equipment (PPE) Doffing Checklist:

Put a checkmark (✓) in the action column if the step is completed properly.

Action	Step Number	Steps	Demonstration Comments
<input type="checkbox"/>	Step 1	Remove the first glove with the other gloved hand. Grasp the outside edge near your wrist and peel away. Avoid touching skin with glove.	
<input type="checkbox"/>	Step 2	Remove the second glove, slip ungloved fingers inside the other glove. Avoid touching the outside of the glove with bare skin.	
<input type="checkbox"/>	Step 3	Peel the second glove off by rolling the glove inside out	
<input type="checkbox"/>	Step 4	Discard gloves immediately into a waste receptacle.	
<input type="checkbox"/>	Step 5	Undo ties and pull gown away from body.	
<input type="checkbox"/>	Step 6	Carefully roll gown inside out and dispose in waste container/bag.	
<input type="checkbox"/>	Step 7	Perform hand hygiene.	
<input type="checkbox"/>	Step 8	Without touching the front, remove eye protection by pulling up and away from the face and dispose into waste container/bag.	
<input type="checkbox"/>	Step 9	Remove using ear loops/straps, pulling forward away from face and dispose into waste container/bag.	
<input type="checkbox"/>	Step 10	Perform hand hygiene.	


Practice Activity

Personal Protective Equipment Sorting Cards

Objectives

Reinforce the appropriate use of personal protective equipment (PPE) and identify proper practices and practices to avoid when using PPE.

Estimated Time

 30 minutes

Materials

Sorting cards and sorting worksheet,
participant worksheet

Format

Small groups or teams

Instructions



1. Join your group and receive a set of sorting cards and a sorting worksheet.
2. Review each card and decide if the action is a “Do” or a “Don’t.”
3. Place each card in the appropriate column on the worksheet.
4. When your group finishes, call out “Done!”
5. Review the correct answers as a group and discuss any questions.
6. Use your worksheet to take notes.





Participant Worksheet

Personal Protective Equipment Sorting Cards



Eye Protection:

Dos 	Don'ts 



Gloves:

Dos 	Don'ts 

Gowns:

Dos 	Don'ts 

Masks:

Dos 	Don'ts 


Practice Quiz

Introduction to IPAC and Routine Practices

Objectives

Reinforce concepts and informally assess understanding of the Chain of Transmission and Routine Practices.

Estimated Time

 15 minutes

Materials

Participant worksheet, trainer answer key

Format

Individual or small groups

Instructions

1. The practice quiz is a self-assessment; it is not graded.
2. Complete practice quiz individually or in small groups and note challenging questions.
3. Discuss the rationale behind each correct answer and/or participate in group discussion on the difficult questions.



Participant Worksheet

Practice Quiz: Introduction to IPAC and Routine Practices

Review the following questions and indicate the correct answer with a checkmark (✓). You are encouraged to record notes during the discussion of the answers.

Question 1:

A person's lungs and respiratory tract can be a place where an influenza virus infects cells and multiplies. Which link in the Chain of Transmission does this describe?

- ☐ A. Infectious Agent
- ☐ B. Reservoir
- ☐ C. Portal of Exit
- ☐ D. Mode of Transmission
- ☐ E. Portal of Entry
- ☐ F. Susceptible Host

Question 2:

Select the statement(s) below which best describe how hand hygiene can break the Chain of Transmission if performed correctly and consistently.

- ☐ A. By killing or removing infectious agents from contaminated surfaces in the environment thereby preventing them from entering susceptible hosts
- ☐ B. By reducing the susceptibility of potential hosts from acquiring an infection
- ☐ C. By killing or removing infectious agents from hands to prevent them from contaminating surfaces in the environment or people, thereby reducing the likelihood that they may infect other susceptible hosts
- ☐ D. By creating a physical barrier between the portals of entry (e.g., mucous membranes) of susceptible hosts and environments that may be contaminated with infectious agents

Question 3:

Which of the following are considered Routine Practices? Select all that apply.

- ☐ A. Performing a point-of-care risk assessment
 - ☐ B. Performing hand hygiene
 - ☐ C. Wearing the appropriate PPE for the given situation
 - ☐ D. Disinfecting surfaces and equipment in the clinical environment
 - ☐ E. Participating in administrative controls such as vaccine programs and regular IPAC training
 - ☐ F. Putting Additional Precautions in place in situations that call for it
-

Question 4:

As a health care worker, which of the following are examples of questions you should ask yourself as part of your point-of-care risk assessment? Select all that apply.

- ☐ A. During the required care task, will I likely come into contact with surfaces, equipment, or body fluids that may be contaminated with infectious agents?
 - ☐ B. Does the person I will be interacting with, have signs or symptoms of infection?
 - ☐ C. What PPE should I wear for this interaction?
 - ☐ D. What medical supplies do I need to collect for performing the required care procedure (e.g., gauze wound dressings, scissors, etc.)?
 - ☐ E. Is the patient/client likely able to follow instructions during the required care task?
 - ☐ F. What administrative and environmental controls are already in place to protect myself and others from acquiring an infection?
 - ☐ G. Am I confident and skilled enough at performing the required care task safely without assistance?
-

Question 5:

When it comes to PPE, which of the following statements are true? Select all that apply.

- ☐ A. Patients/clients should never wear N95 respirators
- ☐ B. Gloves should never be changed between different care tasks for the same patient/client
- ☐ C. Lab coats should never be worn as a substitute for a gown
- ☐ D. Prescription eyeglasses should never be worn as a substitute for proper eye protection
- ☐ E. Gloves should never be used as substitute for hand hygiene
- ☐ F. Medical masks should never be stored in your pocket
- ☐ G. Skin should never contact the outside of your gloves during glove removal
- ☐ H. Gowns should never be worn in cafeterias

Module 1: Notes and Reflections

Use this section to record notes and/or reflections during and after the session.

Module 2

Foundational Elements in Routine Practices



Total Estimated Time: 2.5 hours

Learning Objectives

By the end of this module, you will be able to:

- Identify when and how to perform hand hygiene.
- Use appropriate environmental cleaning, linen and waste management strategies.
- Describe appropriate cleaning, disinfecting and sterilizing processes for health care equipment.
- Explain the occupational health and safety responsibilities of health care worker.

Practice Activities

[Hand Hygiene Sorting Cards](#)

[Hand Hygiene Demonstration](#)

[Environmental Cleaning and Disinfection Scenario](#)

[Reprocessing Sorting Cards](#)

[Practice Quiz](#)


Practice Activity

Hand Hygiene Sorting Cards

Objectives

Reinforce hand hygiene best practices.

Estimated Time

 20 minutes

Materials

Sorting cards and sorting worksheet,
participant worksheet

Format

Small groups or teams

Instructions

1. Join your group and receive a set of hand hygiene cards and a sorting worksheet.
2. Sort each card into “Do” or “Don’t” based on best practices.
3. Call out “Done!” when your group finishes.
4. Review the correct answers and discuss any questions.
5. Record notes or questions on your worksheet.



Participant Worksheet

Hand Hygiene Sorting Cards

Hand Hygiene:

Dos



Don'ts




Practice Activity

Hand Hygiene Demonstration

Objectives

Practice the proper technique for performing hand hygiene.

Estimated Time

 20 minutes

Materials

Participant worksheet, alcohol-based hand rub (ABHR) dispensers, hand hygiene sink (if available), soap and paper towels

Format

Pairs or small groups

Resources

[How to Hand Rub](#)

[How to Hand Wash](#)

[Recommendations for the Prevention, Detection and Management of Occupational Contact Dermatitis in Health Care Settings](#)

[How to Protect Your Skin: A Self-Assessment Checklist](#)

Instructions

1. Watch a demonstration or video on hand hygiene using ABHR and soap and water.
2. Practice each technique with a partner (mime steps during demonstration if sink is not available).
3. Observe and record any mistakes in your worksheet.
4. Discuss common mistakes as a group.



Participant Worksheet

Hand Hygiene Demonstration

Hand Hygiene ABHR Checklist:

Put a checkmark (✓) in the action column if the step is completed properly.

Action	Step Number	Steps	Demonstration Comments
<input type="checkbox"/>	Step 1	Ensure that hands have no visible soiling. If hands are visibly soiled, wash hands with soap and water instead.	
<input type="checkbox"/>	Step 2	Apply one to two pumps of the product onto one palm.	
<input type="checkbox"/>	Step 3	Rub your hands together, ensuring that the ABHR is applied to all surfaces including between and around the fingers, the back of the hands, the fingertips and thumbs.	
<input type="checkbox"/>	Step 4	Rub your hands until the product is dry. This will take approximately 15 seconds. Use more product if less than 15 seconds is needed for hands to become dry.	

Hand Hygiene Soap and Water Checklist:

Use a sink dedicated to hand hygiene for health care workers. Avoid using a patient/client sink. Partners can mime steps or trainers can show a demonstration video if sink is not available.

Put a checkmark (✓) in the action column if the step is completed properly.

Action	Step Number	Steps	Demonstration Comments
<input type="checkbox"/>	Step 1	Wet your hands with warm water and apply liquid or foam soap. Bar soap should not be used in health care settings.	
<input type="checkbox"/>	Step 2	Rub in between and around your fingers, the back of the hands, the fingertips and thumbs. Continue to rub for at least 15 seconds before rinsing thoroughly with running water.	
<input type="checkbox"/>	Step 3	Pat hands dry with a paper towel. Turn off water with a paper towel to avoid re-contaminating your hands.	


Practice Activity

Environmental Cleaning and Disinfection Scenarios

Objectives

Identify appropriate and inappropriate environmental cleaning and disinfection practices which includes waste and linen management.

Estimated Time

 20 minutes

Materials

Participant worksheet

Format

Individual or pairs

Instructions

1. Read each scenario in your worksheet.
2. Decide whether the action is appropriate or inappropriate.
3. Provide a brief explanation for your choice.
4. Discuss your answers with the group.



Participant Worksheet

Environmental Cleaning and Disinfection Scenarios

Put a checkmark (✓) to indicate if the action taken in the scenario is appropriate or inappropriate.

Scenario Number	Scenario	Appropriate	Inappropriate	Feedback/Explanation
Scenario 1	A health care worker (HCW) puts on a pair of gloves before collecting garbage from a room.	<input type="checkbox"/>	<input type="checkbox"/>	
Scenario 2	An operatory is being cleaned after a patient/client has left. The HCW starts by cleaning the sink, followed by the chair and then the light arms.	<input type="checkbox"/>	<input type="checkbox"/>	
Scenario 3	A HCW rolls up a soiled gown and places it in a hamper.	<input type="checkbox"/>	<input type="checkbox"/>	
Scenario 4	A HCW puts a used syringe into a sharps container.	<input type="checkbox"/>	<input type="checkbox"/>	
Scenario 5	A HCW double-bags waste.	<input type="checkbox"/>	<input type="checkbox"/>	

Scenario Number	Scenario	Appropriate	Inappropriate	Feedback/Explanation
Scenario 6	A HCW drops a glass vial. The broken glass is put in the general waste bag.	<input type="checkbox"/>	<input type="checkbox"/>	
Scenario 7	A HCW fills a garbage bag full before tying it.	<input type="checkbox"/>	<input type="checkbox"/>	
Scenario 8	A HCW reads the manufacturer's instructions for use before using a new disinfectant wipe they are unfamiliar with.	<input type="checkbox"/>	<input type="checkbox"/>	
Scenario 9	A HCW disposes of used gloves in a bag used for biomedical waste.	<input type="checkbox"/>	<input type="checkbox"/>	
Scenario 10	A HCW removes bloody gauze from an operatory and carries it to the dirty utility room at the end of the hallway.	<input type="checkbox"/>	<input type="checkbox"/>	


Practice Activity

Reprocessing Sorting Cards

Objectives

Practice identifying the level of reprocessing required for various medical devices and equipment

Estimated Time

 20 minutes

Materials

Sorting cards and sorting worksheet,
participant worksheet

Format

Small groups or teams

Resources

[Reprocessing Decision Chart](#)

Instructions

1. Join your group and receive a set of sorting cards and a sorting worksheet.
2. Sort each item into “Non-Critical,” “Semi-Critical,” or “Critical.”
3. Call out “Done!” when your group finishes.
4. Review the correct answers and discuss what reprocessing level is required for each card.
5. Record notes or questions on your worksheet.



Participant Worksheet

Reprocessing Sorting Cards

Non-Critical:

Semi-Critical:

Critical:


Practice Quiz

Foundational Elements in Routine Practices

Objectives

Reinforce concepts and informally assess understanding of elements of Routine Practices, such as hand hygiene indications and technique, waste management, reprocessing and occupational health and safety.

Estimated Time

 15 minutes

Materials

Participant worksheet, trainer answer key

Format

Individual or small groups

Instructions

1. The practice quiz is a self-assessment; it is not graded.
2. Complete practice quiz individually or in small groups and note challenging questions.
3. Discuss the rationale behind each correct answer and/or participate in group discussion on the difficult questions.



Participant Worksheet

Practice Quiz: Foundational Elements in Routine Practices

Review the following questions and indicate the correct answer with a checkmark (✓). You are encouraged to record notes during the discussion of the answers.

Question 1:

When performing hand hygiene, when is the use of soap and water preferred over the use of alcohol-based hand rub (ABHR)?

- ☐ A. When hand hygiene is performed after glove removal
- ☐ B. When hands are visibly dirty
- ☐ C. When there is direct contact with a patient/client
- ☐ D. Soap and water are always preferred over ABHR

Question 2:

Which process for performing hand hygiene with alcohol-based hand rub (ABHR) is correct?

- ☐ A. Apply ABHR to hand, rub into all surfaces of hands for 15 seconds until dry
- ☐ B. Apply ABHR to hand, rub into all surfaces of hands for 10 seconds.
Dry thoroughly with a paper towel
- ☐ C. Apply ABHR to hand, rub into fingertips and thumbs for 15 seconds
- ☐ D. Apply ABHR to hand, rub into all surfaces and then rinse for 10 seconds.
Dry thoroughly with a paper towel

Question 3:

Consider how we maintain a clean and safe health care environment. Which of the following statements is true?

- ☐ A. Cleaning of surfaces is only required if there is visible soiling
- ☐ B. As a cost-savings measure, laundry bags should be filled as full as possible before starting a new bag
- ☐ C. Work should flow from dirty to clean to ensure the dirtiest areas are cleaned first
- ☐ D. Biomedical waste requires special measures for disposal that differ from general waste management requirements

Question 4:

Think about reprocessing of shared medical equipment and devices. What type of equipment or devices require cleaning followed by high-level disinfection at a minimum?

- ☐ A. Surgical equipment that penetrates into sterile tissues
- ☐ B. Equipment that touches intact skin only such as facebows
- ☐ C. Devices that have contact with mucous membranes such as mouth mirrors
- ☐ D. Imaging equipment such as X-ray scanners

Question 5:

A health care worker is injured after having contact with a sharp instrument that was not disposed of properly. The injury is a small cut that has broken the skin. What should a health care worker do when there is a sharp injury?

- ☐ A. Leave work and go home
- ☐ B. Inform their co-workers
- ☐ C. Notify their supervisor and occupational health and safety representatives and seek medical attention if necessary
- ☐ D. Monitor for any signs or symptoms of infection to develop before taking action


Module 2: Notes and Reflections

Use this section to record notes and/or reflections during and after the session.

Module 3

Additional Precautions in IPAC



 Total Estimated Time: 2.0 hours

Learning Objectives

By the end of this module, you will be able to:

- Explain what Additional Precautions are and why they may need to be used in health care settings.
- Describe various modes of transmission of infectious agents and how these relate to different categories of Additional Precautions.
- Apply Additional Precautions appropriately based on the situation.

Practice Activities

[Additional Precautions Role Play – Eric & Karina](#)

[Additional Precaution Role Play – Cormac & Jose](#)

[Practice Quiz](#)


Practice Activity

Additional Precautions Role Play – Eric & Karina

Objectives

Apply and discuss the different elements of Additional Precautions.

Estimated Time

 20 minutes

Materials

Participant worksheet

Format

Small or large groups; 3 volunteers to play Eric, Karina, the receptionist, and narrator roles

Instructions

1. Join your group and volunteer or be assigned a role (Eric, Karina, the receptionist, or Narrator).
2. Use role-play cards to act out the scenario.
3. After the role play, complete the worksheet by reflecting on the Karina's actions and answering the question: "What steps should the Karina take?"
4. Participate in a group discussion using the provided prompts to explore accommodation, signage, PPE, cleaning, communication, and visitor protocols.



Participant Worksheet

Additional Precautions Role Play – Eric & Karina

Role Play Scenario – Eric & Karina



Narrator: Eric (he/him) is a patient/client of your dental clinic and arrives for his appointment for a dental filling with his mother, Karina (she/her). When he is checking in with the receptionist, Karina shares that Eric has a rash. Listen to their conversations.

Karina (to the receptionist): Hello. Eric has an appointment to have a cavity filled today.

Receptionist: How are you feeling today, Eric?

Eric: I feel ok, but I have a funny rash on my hands.

Narrator: The receptionist notices that Eric has a rash on the back of his hands and a few small blisters on his palms.

Receptionist: Is the rash anywhere else?

Karina: He has the same rash on his feet, but it doesn't seem to be itchy.

Narrator: What steps should the receptionist take?

Discussion Notes:

Discussion Prompt	Feedback
Would you continue with Eric's appointment?	
What IPAC measures would you immediately recommend to Eric?	
How would you handle the situation if Eric had a dental emergency that could not be rescheduled?	
What environmental cleaning and disinfection steps are required for a patient/client requiring Droplet and Contact Precautions?	


Practice Activity

Additional Precautions Role Play – Cormac & Jose

Objectives

Apply and discuss the different elements of Additional Precautions.

Estimated Time

 20 minutes

Materials

Participant worksheet

Format

Small or large groups; 3 volunteers to play
Cormac, Jose, and narrator roles

Instructions

1. Join your group and volunteer or be assigned a role (Cormac, Jose, or Narrator).
2. Use the role-play cards to act out the scenario.
3. After the role play, complete the worksheet by reflecting on Jose's actions and answering the question: "What steps should Jose take?"
4. Participate in a group discussion using the provided prompts to explore accommodation, signage, PPE, cleaning, communication, and visitor protocols.



Participant Worksheet

Additional Precautions Role Play – Cormac & Jose

Role Play Scenario – Cormac & Jose



Narrator: Cormac (he/him) is new to your dental clinic and arrives for his first appointment. Jose (he/him) is a dental hygienist. While Jose is discussing Cormac's relevant medical history, he discloses that he has a history of signs and symptoms of a possible respiratory infection.

Jose: It's nice to meet you Cormac. Let's discuss your medical history including anything you are currently experiencing.

Cormac: I don't have a significant medical history other than a cough that I have been experiencing for a couple of months. I noticed a small amount of blood in my tissue recently. I have also recently started having terrible episodes of sweating at night.

Narrator: What steps should Jose take?

Discussion Notes:

Discussion Prompt	Feedback
Would you continue with Cormac's appointment?	
What IPAC measures would you immediately recommend to Cormac?	
Does Cormac require Additional Precautions?	
What PPE do you need?	
Would special reprocessing procedures needed for equipment used on Cormac?	


Practice Quiz

Additional Precautions in IPAC

Objectives

Reinforce concepts and informally assess understanding of indications for and application of Additional Precautions.

Estimated Time

 15 minutes

Materials

Participant worksheet, trainer answer key

Format

Individual or small groups

Instructions

1. The practice quiz is a self-assessment; it is not graded.
2. Complete practice quiz individually or in small groups and note challenging questions.
3. Discuss the rationale behind each correct answer and/or participate in group discussion on the difficult questions.



Participant Worksheet

Practice Quiz: Additional Precautions in IPAC

Review the following questions and indicate the correct answer with a checkmark (✓). You are encouraged to record notes during the discussion of the answers.

Question 1:

You are informed that your patient/client needs to be placed on Contact Precautions. What actions need to be taken? Select all that apply.

- ☐ A. Put a Contact Precautions sign on the door
- ☐ B. Put on a gown as required
- ☐ C. Keep a dedicated mobile workstation (e.g. portable computer) for charting in the room
- ☐ D. Wear an N95 respirator when entering the room
- ☐ E. Wear gloves when entering the room

Question 2:

Your patient/client is showing signs of a potential respiratory infection (e.g., sore throat, runny nose). What actions need to be taken? Select all that apply.

- ☐ A. Wait until you receive confirmation of positive laboratory results before initiating Additional Precautions for Acute Respiratory Infections
- ☐ B. Begin applying Additional Precautions for Acute Respiratory Infections (also known as Droplet and Contact Precautions) as soon as symptoms of a respiratory infection are observed
- ☐ C. Apply Contact Precautions as soon as symptoms are observed
- ☐ D. Stop applying Additional Precautions when lab results confirm that your patient/client does not have a respiratory infection

Question 3:

What PPE is needed to perform a care task requiring direct contact for a patient/client who is on Additional Precautions for Acute Respiratory Infections? Select all that apply.

- ☐ A. Gown
- ☐ B. Gloves
- ☐ C. Medical mask or N95 Respirator, based on point-of-care risk assessment
- ☐ D. Eye protection

Question 4:

What precautions should be applied when a patient/client with signs and symptoms of an acute respiratory infection arrives for an urgent appointment, and an operator is not immediately available to accommodate them? Select the best response.

- ☐ A. Send the patient/client to the nearest hospital
- ☐ B. Ask the patient/client to wear an N95 respirator and perform hand hygiene
- ☐ C. Ask the patient/client to wear a medical mask, perform hand hygiene and to maintain physical separation from other patients/clients in the waiting room
- ☐ D. Ask the patient/client if they have had their seasonal influenza immunization. If they say yes, direct them to wait in the waiting room with the rest of the patients/clients

Question 5:

You are informed that your patient/client has an active cold sore (i.e. Herpes Simplex).

Select all that apply.

- ☐ A. Initiate Contact Precautions and notify other staff that your patient/client is on Additional Precautions.
- ☐ B. Request that the patient/client wear a medical mask to contain the oozing cold sore (if tolerated)
- ☐ C. Escort the patient/client directly to an available operatory to limit time spent in the waiting room
- ☐ D. Request that the patient/client wears an N95 respirator
- ☐ E. Wear appropriate PPE prior to contact with the patient/client

Module 3: Notes and Reflections

Use this section to record notes and/or reflections during and after the session.

Module 4

Applying IPAC Principles in Dental Clinic Settings



Total Estimated Time: 1.5 hours

Learning Objectives

By the end of this module, you will be able to:

- Perform a point-of-care risk assessment (PCRA) prior to providing care to a patient/client in a dental clinic.
- Apply principles of Routine Practices such as hand hygiene, use of personal protective equipment, environmental cleaning and disinfection and waste management.
- Apply Additional Precautions appropriately.

Practice Activities

[Applying IPAC Principles Scenario – Dr. Kozik & Marcus](#)

[Applying IPAC Principles Scenario – Mr. Lysenko & Ms. Hashemi](#)

[Final Quiz](#)


Practice Activity

Applying IPAC Principles Scenario – Dr. Kozik & Marcus

Objectives

Practice conducting a Point-of-Care Risk Assessment (PCRA) using a realistic scenario involving a dental patient/client with a risk of vomiting during a procedure. Perform the PCRA prior to providing care and use the findings to identify and apply appropriate IPAC practices that ensure safe and effective patient/client care.

Estimated Time

 30 minutes

Materials

Participant worksheet

Format

Individual or small groups

Instructions

1. Read the scenario carefully.
2. Answer the guided questions in your worksheet, considering risks and appropriate IPAC measures.
3. Discuss your answers with your group.
4. Pay special attention to PPE use, communication, and authorized discontinuation of precautions.



Participant Worksheet

Applying IPAC Principles Scenario – Dr. Kozik & Marcus

Scenario – Dr. Kozik & Marcus



Part A: Dr. Kozik (he/him) is reviewing his charts and sees that his first appointment of the day is Marcus (they/them), a long-time patient/client who is scheduled for a dental procedure involving a tooth extraction. Dr. Kozik has performed this procedure many times before and knows his face, hands and clothes are likely to be exposed to blood and body fluids. In reviewing Marcus' chart, Dr. Kozik is aware that Marcus also suffers from gastroesophageal reflux, and he recalls that Marcus has vomited during dental treatments in the past. Before entering the operatory to greet Marcus, Dr. Kozik considers potential risks of acquiring or spreading infection and the measures he can take to reduce these risks. He thinks about what he knows of Marcus' physical status and the likelihood of exposure to potentially infectious agents. He also considers his own skills and confidence in performing this particular procedure as well as any possible patient/client behavioural concerns that may pose additional risk factors.

Part B: During the tooth extraction procedure, the following items are among the waste that is generated: used patient/client bib, a disposable paper cup, used PPE, blood soaked gauze, single-use needles, lancet, and the extracted tooth. Additionally, there are items that need to be cleaned and disinfected between clients, such as reusable eye protection, while other items need to be sterilized.

Part C: At the end of the appointment, Dr. Kozik doffs and discards his eye protection, medical mask, gown, and gloves using the glove-to-glove and skin-to-skin technique. He then washes his hands with soap and water before moving onto his next task.

Part D: At the end of the appointment, Ms. Wong (she/her), the dental assistant, carefully takes the metal tray with reusable dental instruments to the reprocessing area to be immediately cleaned and sterilized. She is also aware that Marcus has a bloodborne infection (BBI) and communicates this to the staff responsible for reprocessing. She then returns to clean and disinfect the dental chair and the work surfaces with low-grade disinfectant that has a Drug Identification Number (DIN). She prioritizes high touch surfaces since they likely have the highest level of contamination. She ensures the areas disinfected are visibly wet and reads the MIFU (Manufacturer's Instructions for Use) for the disinfectant product to ensure it remains on the surface for the appropriate contact time. Once the disinfectant has dried, she prepares for the next patient/client by placing a plastic cover on the headrest of the dental chair, and assembles items needed for the next patient/client.

Part A

Review the following questions and indicate the correct answer with a checkmark (✓). You are encouraged to record notes during the discussion of the answers.

Question 1:

Does Dr. Kozik's thought process illustrate an example of a point-of-care risk assessment (PCRA)?

- ☐ A. Yes
- ☐ B. No

Question 2:

Based on the PCRA, what PPE should Dr. Kozik choose? Select all that apply.

- ☐ A. Eye protection
- ☐ B. Medical mask
- ☐ C. N95 Respirator
- ☐ D. Laboratory coat
- ☐ E. Gloves
- ☐ F. Double Gloves
- ☐ G. Gown

Question 3:

True or false? Ms. Wong, Dr. Kozik's dental assistant, does not need to perform her own PCRA. She should just wear the same PPE as Dr. Kozik.

- ☐ A. True
- ☐ B. False

Question 4:

True or false? Dr. Kozik does not need to perform hand hygiene before donning PPE since he will be wearing gloves for the entire procedure.

- ☐ A. True
- ☐ B. False

Part B

Question 5:

Where should the needle and lancet be disposed of?

- ☐ A. General waste bin
- ☐ B. Puncture-resistant sharps container at the point-of-care
- ☐ C. Biohazard waste bin lined with a moisture barrier

Question 6:

True or false? Any item that may be contaminated with a patient's/client's blood or other body fluids, including a used paper cup, bib, and PPE, should be disposed of in the biomedical waste receptacle.

- ☐ A. True
- ☐ B. False

Part C

Question 7:

True or false? Dr. Kozik doffed his PPE in the correct order.

- ☐ A. True
- ☐ B. False

Question 8:

True or false? Given that there was no visible soiling on Dr. Kozik's hands, the hand hygiene method he used (soap and water) was preferred.

- ☐ A. True
- ☐ B. False

Part D

Question 9:

True or false? The level of reprocessing is determined by the type of material that the equipment/device is made of (e.g., metal or plastic).

- ☐ A. True
- ☐ B. False

Question 10:

True or false? Specialized reprocessing methods for sterilizing used dental instruments should be followed since it was communicated that Marcus is positive for a BBI.

- ☐ A. True
- ☐ B. False

Question 11:

True or false? The cleaning and disinfection practices of shared environmental surfaces and furnishings by Ms. Wong described are appropriate and complete.

- ☐ A. True
- ☐ B. False


Practice Activity

Applying IPAC Principles Scenario – Mr. Lysenko & Ms. Hashemi

Objectives

Perform a PCRA prior to providing care to a patient/client with signs and symptoms of an acute respiratory infection and apply appropriate Additional Precautions based on the patient/client's signs and symptoms of infection.

Estimated Time

 30 minutes

Materials

Participant worksheet, trainer answer key

Format

Individual or small groups

Instructions

1. Read the scenario carefully.
2. Answer the guided questions in your worksheet.
3. Discuss your answers with your group.
4. Pay special attention to PPE use, communication, and authorized discontinuation of precautions.



Participant Worksheet

Applying IPAC Principles Scenario – Mr. Lysenko & Ms. Hashemi

Scenario – Mr. Lysenko & Ms. Hashemi



Mr. Lysenko (he/him) works as a receptionist at a busy dental clinic. He receives a call from Ms. Hashemi (she/her) the morning she is scheduled to come in for a routine dental check-up. Ms. Hashemi reports that she has a worsening cough, feels congested, and has a runny nose.

Review the following question and indicate the correct answer with a checkmark (✓). You are encouraged to record notes during the discussion of the answers.

Question 1:

Which of the following is the preferred action Mr. Lysenko should take to handle this situation?

- ☐ A. Ask Ms. Hashemi to reschedule since the appointment is not urgent.
- ☐ B. Request that Ms. Hashemi wear a medical mask when she comes in.
- ☐ C. Remind Ms. Hashemi to perform hand hygiene with ABHR often and to observe respiratory etiquette while she is in the dental office.
- ☐ D. Instruct Ms. Hashemi to maintain 2 metres of physical distance from others until she seated in the dental chair.
- ☐ E. Instruct Ms. Hashemi to wait in her car instead of the waiting room and let her know she will be notified when the dentist is ready for her.


Final Quiz

IPAC for Health Care Workers in Dental Clinics

Objectives

Assess your overall understanding of IPAC principles and their ability to apply them in dental settings.

Estimated Time

 30 minutes

Materials

Participant worksheet, trainer answer key, certificate of completion

Format

Independent

Instructions

1. This is a graded assessment.
2. You must score 80% or higher to pass and receive a certificate.
3. Complete the quiz independently and submit to your trainer for grading.
4. Time permitting, the trainer will review commonly missed and challenging questions.
5. You will receive a certificate if you pass.
6. If you do not pass, you may review the course content and retake the quiz at your facilitator's discretion.



Participant Worksheet

Final Quiz - IPAC for Health Care Workers in Dental Clinics

Final Quiz Scenario

A patient/client (they/them) arrives at your dental clinic without a scheduled appointment and indicates that they are experiencing severe tooth pain. They appear to have signs and symptoms consistent with an acute respiratory infection including a cough, sneezing, and runny nose.



Review the following questions and indicate the correct answer with a checkmark (✓).

Question 1:

What immediate actions should be taken? Select all that apply.

- ☐ A. Ask the patient/client to reschedule
- ☐ B. Provide a medical mask and ask them to wear it right away
- ☐ C. Instruct them to wait in the waiting room as usual
- ☐ D. Place them in an empty operator
- ☐ E. Instruct them to perform hand hygiene with ABHR right away
- ☐ F. Remind them to practice respiratory etiquette
- ☐ G. Ask the patient/client to provide proof of influenza and COVID-19 vaccination

Question 2:

Considering the patient/client's respiratory symptoms, what is/are the most likely mode(s) of transmission of the infectious agents? Select all that apply.

- ☐ A. Contact transmission
- ☐ B. Transmission through the air

Question 3:

You are one of the dental health care workers who will be providing direct care to this patient/client. As part of your point-of-care risk assessment and based on the need for Additional Precautions for Acute Respiratory Infections (also known as Droplet and Contact Precautions), you determine that your face, clothes, and hands will be exposed to the patient/client's blood and body fluids. You expect this patient/client to be able to cooperate and follow instructions. You also affirm your own confidence and skill level in providing the specific dental treatment needed. Considering all this, what PPE should you wear to provide care to this patient/client? Select all that apply.

- ☐ A. Eye protection
- ☐ B. Medical mask
- ☐ C. N95 respirator
- ☐ D. Lab coat
- ☐ E. Gown
- ☐ F. 1 pair of gloves
- ☐ G. 2 pairs of gloves

Question 4:

Select the correct moments when hand hygiene should be performed in this scenario. Select all that apply.

- ☐ A. Before donning gloves
- ☐ B. After doffing gloves and gown
- ☐ C. After doffing mask, and eye protection
- ☐ D. Only if hands appear visibly soiled
- ☐ E. After donning gloves

Question 5:

Where should you discard the following used items? Disposable plastic dental chair head rest cover, PPE, single-use suction tips, dental bib, paper drinking cups, used paper cover on dental work tray.

- ☐ A. General waste
- ☐ B. Sharps disposal unit
- ☐ C. Biohazard waste unit

Question 6:

Which of the following should be sterilized after use? Select all that apply.

- ☐ A. Mouth mirrors
- ☐ B. Needles
- ☐ C. Extract teeth
- ☐ D. Explorers
- ☐ E. Drill heads
- ☐ F. Metal dental trays

Question 7:

Which of the following are considered high touch surfaces and should be cleaned and disinfected with healthcare grade low-level disinfectant? Select all that apply.

- ☐ A. Dental chair
- ☐ B. All work surfaces
- ☐ C. Controls for the dental chair
- ☐ D. Light switches
- ☐ E. Computer keyboards, mouse and monitor
- ☐ F. Floors and walls of the operatory
- ☐ G. Radiography equipment

Question 8:

Which of the following illustrates the correct order for doffing PPE?

- ☐ A. Eye protection, mask, gloves, gown
- ☐ B. Mask, gown, eye protection, gloves
- ☐ C. Gloves, gown, mask, eye protection
- ☐ D. Gloves, eye protection, mask, gown
- ☐ E. None of the above

Question 9:

True or false? All critical medical equipment and devices are designed to be single use and are disposed of immediately after use.

- ☐ A. True
- ☐ B. False

Question 10:

What are the responsibilities of all health care workers when it comes to IPAC health and safety? Select all that apply.

- ☐ A. Following organizational policies and procedures
- ☐ B. Reporting missing or broken equipment or devices, or other hazards
- ☐ C. Performing self-assessments for signs and symptoms of infections prior to work and staying home when ill
- ☐ D. Participating in education and training related to the use of PPE and/or medical equipment devices and ensuring their proper and appropriate use

Module 4: Notes and Reflections

Use this section to record notes and/or reflections during and after the session.

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