

IPAC for Health Care Workers in Home Care Settings

In-Person Training Course



Participant Handbook

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Public Health Ontario

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Introduction

Welcome to the [IPAC for Health Care Workers in Home Care Settings In-Person Training Course](#). This four-module course focuses on core IPAC principles essential for protecting HCWs and their 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 home care settings, including but not limited to nurses, personal support workers, nurse practitioners, allied health professionals, unregulated health care providers, 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.

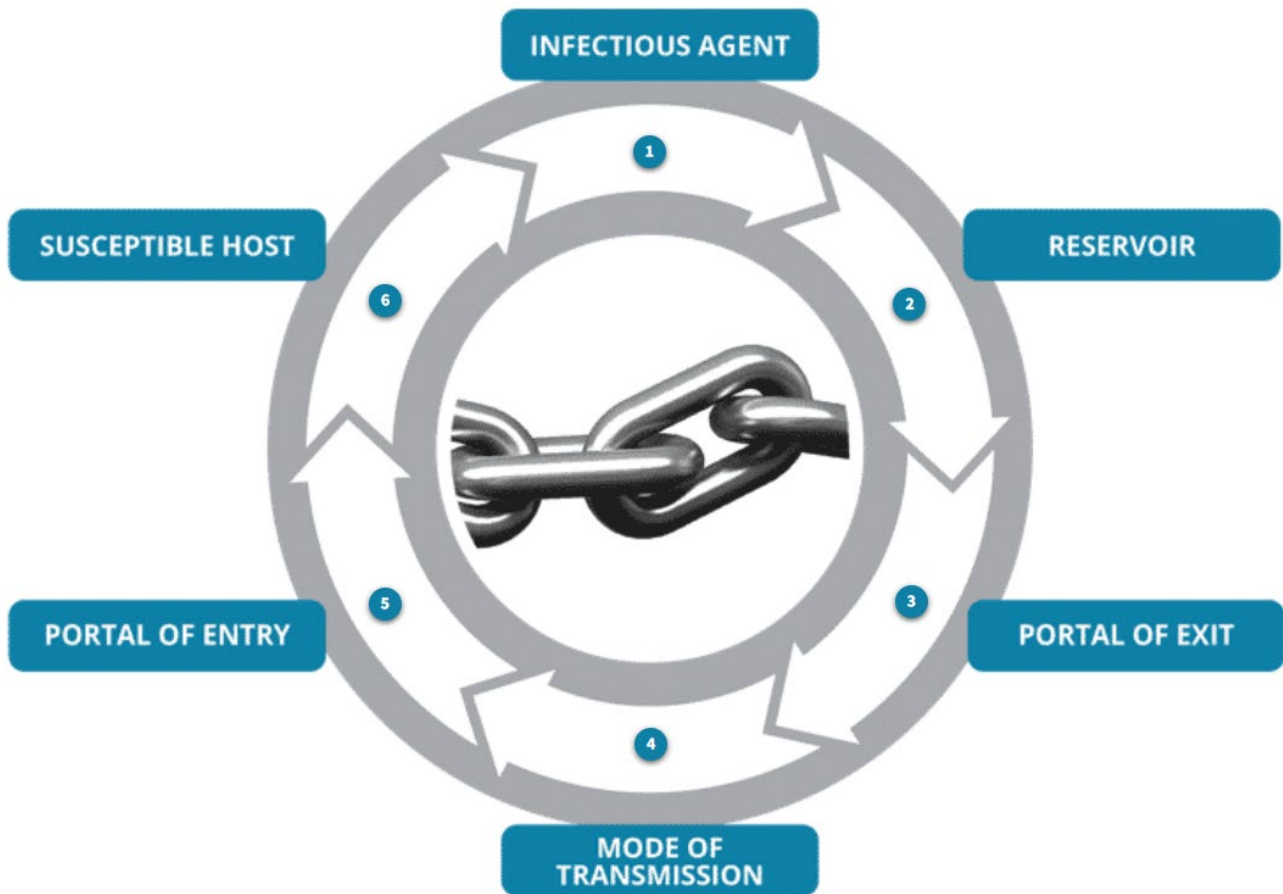


Participant Worksheet

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

Upon arrival to a home, your 71-year-old client (they/them) tells you that they feel warm and have respiratory symptoms. They are very lethargic but able to follow instructions. You are a new nurse. You call the physician and receive orders for blood work and to collect a nasopharyngeal swab.



Discussion Question 1:

What is the first thing you need to do before you provide care for this 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 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. Clients should never wear N95 respirators
- ☐ B. Gloves should never be changed between different care tasks for the same 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 your personal vehicle


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 sink in a client's home. 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 and disposing of used bandages	<input type="checkbox"/>	<input type="checkbox"/>	
Scenario 2	A HCW directs the client's family to perform a double clean of the room where care is provided because a client is colonized with an antimicrobial resistant organism.	<input type="checkbox"/>	<input type="checkbox"/>	
Scenario 3	A HCW rolls up soiled linen 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 Number	Scenario	Appropriate	Inappropriate	Feedback/Explanation
Scenario 5	A HCW double-bags waste.	<input type="checkbox"/>	<input type="checkbox"/>	
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 a used brief from a client room and carries it through the house to a garbage can in the kitchen.	<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 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. Laundry from the client should be washed separately from the rest of the family
- ☐ 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 bedpans or commodes
- ☐ C. Devices that have contact with mucous membranes such as respiratory therapy equipment
- ☐ 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; 4 volunteers to play Eric, Karina, nurse, and narrator roles

Instructions

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



Participant Worksheet

Additional Precautions Role Play – Eric & Karina

Role Play Scenario – Eric & Karina



Narrator: Eric (he/him) is a client receiving home care services. He lives with his wife, who was recently feeling unwell. A home care nurse has a scheduled visit to provide wound care. During today's visit, Eric reports new gastrointestinal symptoms. Listen to their conversation.

Eric (to Nurse): I just started having stomach cramps and diarrhea. Starting yesterday, my wife Karina (she/her) has been experiencing diarrhea and was up all night vomiting.

Nurse: Thanks for letting me know. It's important that we take precautions. (Turns to Karina) How are you feeling? Have you had any more symptoms?

Karina: I'm starting to feel a bit better now. I'm worried that Eric has what I had.

Narrator: What steps should the nurse take?

Discussion Notes:

Discussion Prompt	Feedback
Does Eric require Additional Precautions?	
Do you need to wear PPE to enter the room or the bed space? What PPE do you need?	
Where should you dispose of contaminated PPE?	
Are there any areas of the client environment that require cleaning and disinfection?	
What do you need to do with equipment used when providing care for Eric?	
With whom do you need to communicate about Eric's status?	
What can Eric and Karina do to prevent the transmission of infection to others?	


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; 4 volunteers to play
Cormac, Jose, nurse, and narrator roles

Instructions

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



Participant Worksheet

Additional Precautions Role Play – Cormac & Jose

Role Play Scenario – Cormac & Jose



Narrator: Cormac (he/him) lives with his partner, Jose (he/him), and is receiving palliative care at home. Cormac has recently developed a fever, cough, and shortness of breath. Listen to their conversation.

Nurse (to Cormac): Hi Cormac. How are you feeling today?

Cormac: Not well today. I feel really hot, and I have a bad headache. I suddenly feel like I have a really bad cold.

Nurse: You may have a respiratory infection. Have you had any visitors recently? Anyone else in your household unwell?

Jose (to Nurse): We had some family visit a few days ago and it's possible one of them had a cold. I feel fine so far, but I would like to avoid getting sick so I can continue to care for Cormac.

Narrator: If you were the nurse, what steps should you take?

Discussion Notes:

Discussion Prompt	Feedback
Does Cormac require Additional Precautions?	
Do you need to wear personal protective equipment (PPE) to provide care? What PPE is needed?	
Where should you dispose of contaminated PPE?	
What do you need to do with equipment used when providing care for Cormac?	
Are there any special considerations for cleaning and disinfection of the environment?	
What can Cormac do to prevent getting others sick?	
What can Jose do to prevent getting sick?	


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 client needs to be placed on Contact Precautions. What actions need to be taken? Select all that apply.

- ☐ A. Ensure the need for Contact Precautions is communicated to all care providers
- ☐ 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 providing care

Question 2:

Your 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 client does not have a respiratory infection

Question 3:

What PPE is needed to perform a care task requiring direct contact for a 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 can be recommended to a client experiencing signs and symptoms of a gastrointestinal infection if they are unable to use a dedicated washroom and must share with family members? Select the best response.

- ☐ A. Recommend that the client use the shared washroom as usual since gastrointestinal infectious agents cannot be transmitted through environmental surfaces
 - ☐ B. Recommend that the family members relocate for the duration of the client's illness
 - ☐ C. Recommend that the client use the shared bathroom and clean and disinfect it after use
 - ☐ D. Recommend that the client use the shared bathroom and clean it weekly
-

Question 5:

You are informed that your client requires Airborne Precautions for suspected Tuberculosis. What actions can you take to reduce the risk of transmission of Tuberculosis? Select all that apply.

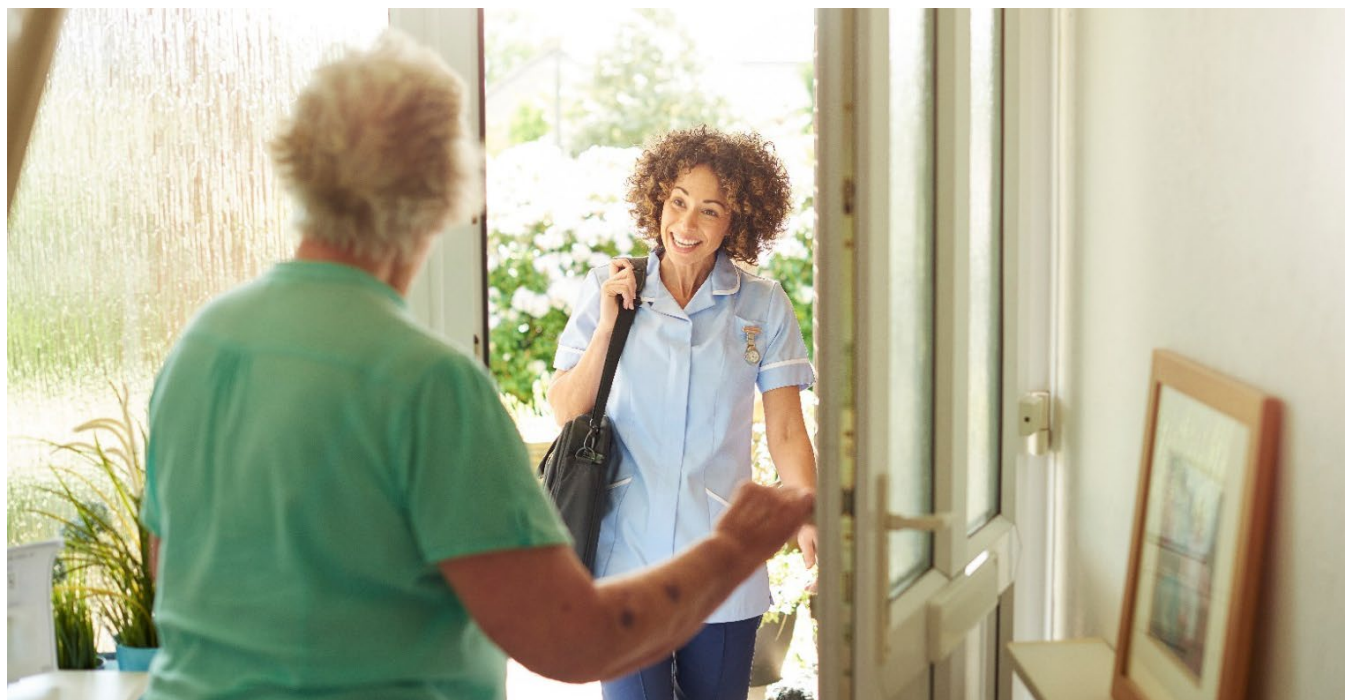
- ☐ A. Ensure that the client's medical record is updated with all relevant information related to signs and symptoms, testing and treatment (if applicable)
 - ☐ B. Request that the client wear a medical mask during the provision of care (if tolerated)
 - ☐ C. Wear an N95 respirator while providing care to the client
 - ☐ D. Request that the client wears an N95 respirator during the provision of care
 - ☐ E. Clean and disinfect equipment used with the client after use
-

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 Home Care 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 client receiving home care.
- 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 – Clemintine & Alvin](#)

[Applying IPAC Principles Scenario – Kai & Elvira](#)

[Final Quiz](#)


Practice Activity

Applying IPAC Principles Scenario – Clementine & Alvin

Objectives

Practice conducting a Point-of-Care Risk Assessment (PCRA) using a realistic scenario involving a client receiving home care. Perform the PCRA prior to providing care and use the findings to identify and apply appropriate IPAC practices that ensure safe and effective 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 – Clementine & Alvin

Scenario – Clementine & Alvin



Part A: Alvin (he/him) has recently been discharged from the hospital after undergoing abdominal surgery and is now receiving home care several times a week for assistance with wound care and activities of daily living.

Clementine (she/her), Alvin's home health care worker, takes some time before her next visit to consider potential risks of acquiring or spreading infectious agents and the measures she can take to reduce these risks. She knows she will need to irrigate, and re-dress Alvin's incision wound, a task she is very experienced and comfortable with doing. She also knows that some of the medication that Alvin is on causes him to be nauseous and to vomit. She thinks about what she knows of Alvin's physical status, how she will need to interact with him, her own skill level and comfort in performing the planned care activities, and any behavioural issues she might expect from Alvin that could be risk factors for spreading infectious agents

Part B: Clementine enters into Alvin's bedroom and asks how he is doing. He mentions that he's noticed his wound seems to be soaking through his existing bandage but that he didn't attempt to change it and chose to wait for her assistance. Clementine clears a cluttered surface at his bedside and cleans and disinfects it with health care grade disinfectant wipes before placing her wound care supplies down. She confirms that Alvin's room is equipped with a general household waste basket and places it nearby before proceeding to provide wound care. Clementine first performs hand hygiene before donning PPE.

Part C: After completing the care task, Clementine doffs and discards her gloves using the glove-to-glove and skin-to-skin technique and then doffs and discards her gown. Both items are thrown out in the general household waste basket in Alvin's bedroom. She performs hand hygiene before removing her eye protection and mask. She gathers her supplies and then before leaving the house, she washes her hands with soap and water in the home bathroom.

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 Clementine's thought process illustrate an example of a point-of-care risk assessment (PCRA)?

- ☐ A. Yes
- ☐ B. No

Question 2:

Based on the planned care activity and what we know about Alvin, how could a potential infection to or from Alvin spread? Select all that apply.

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

Question 3:

Which areas of Clementine's body may be at risk of exposure to potentially infectious agents while irrigating and re-dressing Alvin's wound? Select all that apply.

- ☐ A. Hands
- ☐ B. Face (eyes, nose, mouth)
- ☐ C. Uniform

Question 4:

Clementine needs to perform hand hygiene before entering the home and not again until she is ready to leave. Is this true or false?

- ☐ A. True
- ☐ B. False

Question 5:

As part of her PCRA, Clementine determines that although Alvin is feeling unwell, he is alert and able to follow directions. He is unlikely to display any behavioural issues that may pose additional risk factors. She also affirms her own confidence in her skill in performing wound care. Based on her PCRA, what measures should Clementine take to reduce the risk of acquiring or spreading infectious agents given that Alvin is at risk of vomiting and requires a dressing change? Select all that apply.

- ☐ A. Perform hand hygiene before donning PPE
- ☐ B. Don a medical mask
- ☐ C. Don eye protection
- ☐ D. Don gown
- ☐ E. Don gloves
- ☐ F. Ask for assistance with wound care from Alvin's spouse

Part B

Question 6:

True or false? The cleaning and disinfection of surfaces used by Clementine to perform Alvin's dressing change will break one of the links in the Chain of Transmission?

- ☐ A. True
- ☐ B. False

Question 7:

True or false? Used gauze and bandages that are soaked with blood and body fluids to the point where they can potentially release fluids if they were compressed should be treated as biomedical waste and disposed of accordingly.

- ☐ A. True
- ☐ B. False

Question 8:

When the wound care procedure is complete, what should Clementine do with used equipment, such as non-critical scissors used to cut the bandage?

- ☐ A. Place the dirty scissors in her bag for cleaning and disinfection later
- ☐ B. Clean the equipment with alcohol based hand rub and a paper towel
- ☐ C. Clean and disinfect the equipment with disinfectant wipes following the manufacturer's instructions for use
- ☐ D. Allow the client's spouse to clean the equipment with their own cleaning supplies

Part C

Question 9:

True or false? Clementine used the correct order and method for doffing her PPE.

☐ A. True

☐ B. False

Question 10:

True or false? Clementine chose the correct approach to hand hygiene at the end of her visit.

☐ A. True

☐ B. False


Practice Activity

Applying IPAC Principles Scenario – Kai & Elvira

Objectives

Perform a PCRA prior to providing care to a client in the emergency department and apply appropriate Additional Precautions based on the 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 – Kai & Elvira

Scenario – Kai & Elvira

Kai (they/them) works as a home health care worker. They visit one of their clients, Elvira (she/her), twice a week to administer an intramuscular injection of a medication that she requires and cannot self-administer. Before their visit, they receive a call from Elvira's daughter who lives with her. She mentions that her mother has been recently experiencing a sore throat, runny nose, and is actively coughing and sneezing.



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:

Based on Elvira's signs and symptoms, how might infectious agents spread? Select all that apply.

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

Question 2:

What measures should Kai take to control and reduce risks of acquiring and spreading infectious agents? Select all that apply.

- ☐ A. Postpone the visit until Elvira is symptom-free
- ☐ B. Cancel this appointment and provide care on the next scheduled day
- ☐ C. Use Additional Precautions for Acute Respiratory Infections (also known as Droplet and Contact Precautions)
- ☐ D. Ensure that they have the appropriate PPE needed to provide care

Question 3:

True or False? Kai should not have initiated Additional Precautions until lab results have confirmed Elvira's infection.

- ☐ A. True
- ☐ B. False

Question 4:

In order to provide Elvira, the care she requires, Kai has to bring specific equipment each time they visit. Which of the following practices are correct when bringing equipment into the home of a client on Additional Precautions for Acute Respiratory Infections (also known as Droplet and Contact Precautions)? Select all that apply.

- ☐ A. Routine Practices are sufficient, including cleaning and disinfecting all shared equipment
- ☐ B. All equipment used for a client who is on Additional Precautions requires double cleaning
- ☐ C. Equipment that enters a home where the client is on Additional Precautions must be left there

Question 5:

What recommendations should Kai make to a client on Additional Precautions for Acute Respiratory Infections (also known as Droplet and Contact Precautions) and their household members? Select all that apply.

- ☐ A. Always practice respiratory etiquette (e.g. coughing/sneezing into a tissue or elbow)
- ☐ B. Wear a mask while receiving care, if able
- ☐ C. Wash hands frequently
- ☐ D. Regularly clean and disinfect frequently touched surfaces in the home
- ☐ E. Household members exposed to the infection should physically distance from the care area, even if they are asymptomatic

Question 6:

True or false? Kai should monitor the progression of symptoms of Elvira and her daughter and discontinue Additional Precautions for Acute Respiratory Infections (also known as Droplet and Contact Precautions) when both household members are asymptomatic.

- ☐ A. True
- ☐ B. False

Question 7:

What PPE should Kai wear to provide care to Elvira? Select all that apply.

- ☐ A. Gloves
- ☐ B. Gown
- ☐ C. Eye protection
- ☐ D. Medical mask

Question 8:

Where should Kai discard the single-use needle and syringe used to administer Elvira's medication?

- ☐ A. A general household waste basket
- ☐ B. A puncture resistant sharps container at the point-of-care
- ☐ C. A biohazards waste bag lined with a moisture barrier
- ☐ D. A puncture resistant container stored in Kai's car

Question 9:

Which of the following are examples of occupational health and safety measures that can help protect Kai from acquiring respiratory infections? Select all that apply.

- ☐ A. Staying current with all recommended immunizations (e.g., annual Influenza immunization)
- ☐ B. Participating in training and education related to proper PPE use
- ☐ C. Reporting an overflowing sharps container
- ☐ D. Performing regular hand hygiene when indicated


Final Quiz

IPAC for Health Care Workers in Home Care

Objectives

Assess your overall understanding of IPAC principles and their ability to apply them in home care 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 Home Care

Final Quiz Scenario



You are a home health care worker and Mr. Machado (he/him) is one of your clients. You are responsible for assisting him with medication management, support with activities of daily living such as bathing and grooming, providing diet and nutritional support, as well as regular health monitoring.

Today, you are planning to perform a routine check of Mr. Machado's blood pressure, a procedure you are very experienced and confident performing.

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

Question 1:

Will you have contact with Mr. Machado and/or his environment?

- ☐ A. Yes
- ☐ B. No

Question 2:

Does Mr. Machado have signs or symptoms of an infection or is he known to be a carrier of an infectious agent?

- ☐ A. Yes
- ☐ B. No

Question 3:

Will your face be at risk of exposure to blood and/or body fluids (e.g., saliva, urine, feces, vomit) during the task of monitoring the blood pressure of Mr. Machado?

- ☐ A. Yes
- ☐ B. No

Question 4:

Is your body or uniform at risk of exposure to blood and/or body fluids (e.g., saliva, urine, feces, vomit) during the task of monitoring the blood pressure of Mr. Machado?

- ☐ A. Yes
- ☐ B. No

Question 5:

Do you have the skill and confidence to perform the care task safely without assistance?

- ☐ A. Yes
- ☐ B. No

Question 6:

Mr. Machado is alert and cooperative and displays no signs of being resistant, confused, or agitated. Is it reasonable to expect him to be able to follow instructions and to cooperate during the care task?

- ☐ A. Yes
- ☐ B. No

Question 7:

Based on your point-of-care risk assessment, what measures will you use to reduce and control the risk of acquiring or transmitting infectious agents when taking Mr. Machado's blood pressure? Select all that apply.

- ☐ A. Perform hand hygiene before contact with Mr. Machado
- ☐ B. Perform hand hygiene before donning PPE
- ☐ C. Don gloves
- ☐ D. Don gown
- ☐ E. Don eye protection
- ☐ F. Don mask

Question 8:

What should you do with the blood pressure cuff and monitor after you are done using it?

- ☐ A. Leave it in a drawer at the client's house for next time
- ☐ B. Rub it with ABHR using a paper tissue
- ☐ C. Spray it with all-purpose household disinfectant from Mr. Machado's kitchen
- ☐ D. Wipe it with a healthcare grade disinfectant wipe that has a Drug Identification Number

Question 9:

The following week you receive a call that Mr. Machado has tested positive for methicillin-resistant *Staphylococcus aureus* (MRSA) upon admission to a hospital for a brief surgical procedure and was in Contact Precautions for the duration of his hospital stay. Now home, Mr. Machado needs his routine care activities to continue. What step(s) do you take? Select all that apply.

- ☐ A. Cancel all future visits until Mr. Machado tests negative for MRSA
- ☐ B. Review the elements of Contact Precautions and ensure that you have an adequate supply of gowns and gloves
- ☐ C. Ensure there is a bag designated for biomedical waste to dispose of all PPE used in the home to provide care to Mr. Machado
- ☐ D. Ensure appropriate communication flags are used so other home care staff are aware of the need for Contact Precautions

Question 10:

Once you have completed your care activity, you doff and dispose of your PPE near the doorway before you exit the room. What is the correct order of actions to take?

- ☐ A. Remove the gown, then gloves, dispose of PPE in a waste receptacle and perform hand hygiene
- ☐ B. Perform hand hygiene, remove gloves, then remove the gown and dispose of PPE in a waste receptacle
- ☐ C. Remove gloves, then the gown, dispose of PPE in a waste receptacle and perform hand hygiene
- ☐ D. Remove gown, perform hand hygiene, then remove gloves and dispose of PPE in a waste receptacle

Module 4: Notes and Reflections

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

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