

# IPAC for Health Care Workers in Hospital Settings

## In-Person Training Course



**Participant Handbook**

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## Public Health Ontario

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# Introduction

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Welcome to the [IPAC for Health Care Workers in Hospital Settings In-Person Training Course](#). This four-module course focuses on core IPAC principles essential for protecting HCWs and their patients 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 hospital settings, including but not limited to nurses, physicians, 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.

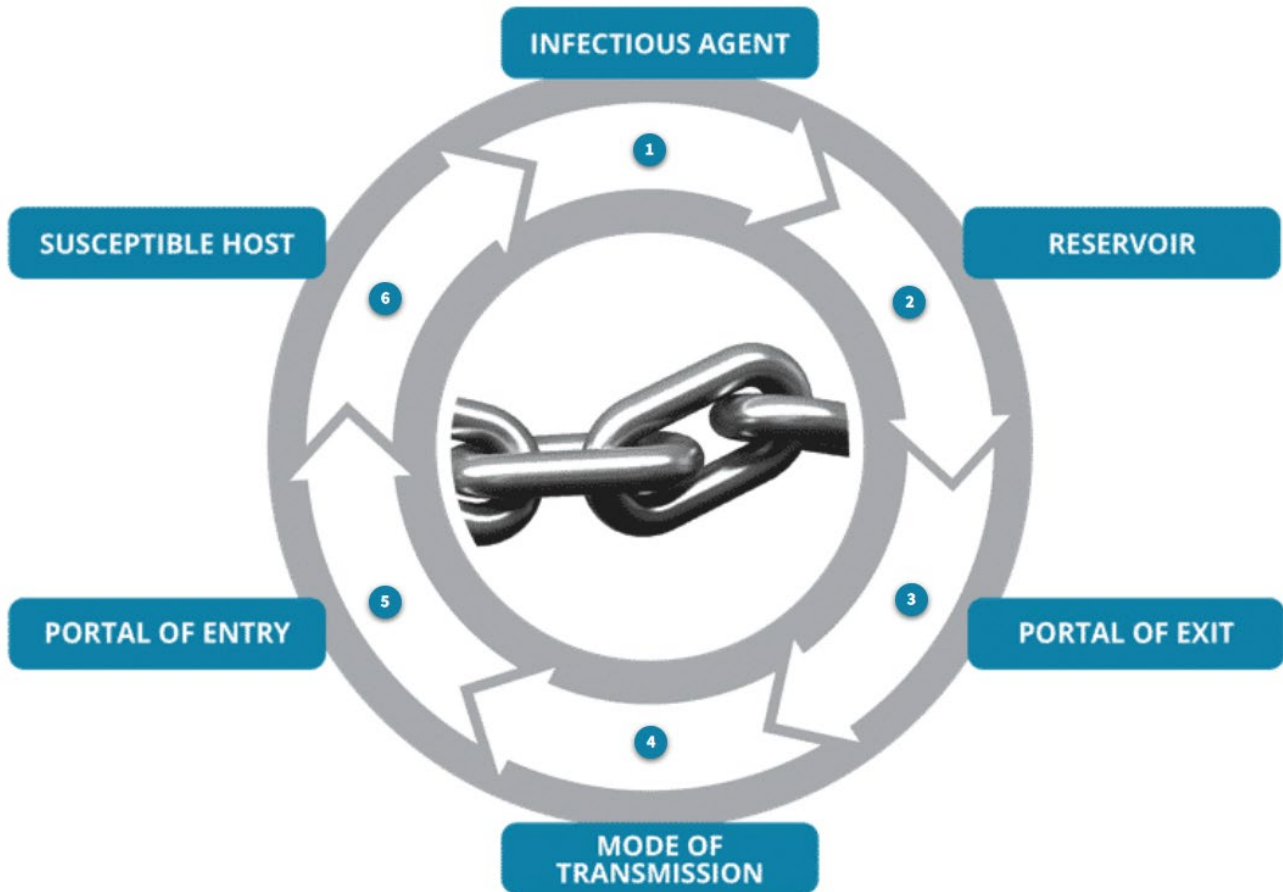


# Participant Worksheet

## 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

A 71-year-old man (he/him) presents to your Emergency Department with fever, respiratory symptoms and recent travel history. He is very lethargic but able to follow instructions. You are a new nurse, and you see 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 patient?**

### 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 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 should never wear N95 respirators
- ☐ B. Gloves should never be changed between different care tasks for the same patient
- ☐ 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 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 Environmental Services worker starts the daily clean of a patient room by cleaning the toilet before moving on to the rest of the bathroom.	<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 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 a used brief from a patient room 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
- ☐ 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 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 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 sharing a double (two-bed) room with another patient, Karina (she/her). Listen to their conversation. Eric's nurses know his health and medical history but determines that his gastrointestinal signs and symptoms have no known cause. Eric's wife was visiting recently and wasn't feeling well. You suspect that Eric may have acquired a gastrointestinal infection from his wife.

**Eric (to Nurse):** I just started having diarrhea. My wife was visiting yesterday, and she left suddenly after using the bathroom because she wasn't feeling well. I talked to her this morning, and she told me she had diarrhea all night.

**Nurse:** Uh-oh! You better stay in your bed. Here is some alcohol-based hand rub for you to clean your hands. (Turns to Karina) How are you feeling? Have you had any episodes of diarrhea?

**Karina:** I'm fine right now. How can I prevent getting diarrhea, too?

**Narrator:** What steps should the nurse take?

### Accommodation:

**Signs:**

**Personal Protective Equipment (PPE):**

**Environmental Cleaning and Disinfection:**

**Medical Devices/ Equipment:**



**Communication:**

**Visitors:**

**Transportation:**

**Roommates:**


# 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 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 in a double (two-bed) room with Jose (he/him). Listen to their conversation. Cormac has a fever, cough, and shortness of breath. His symptoms are the same as two other patients on the unit.

**Nurse (to Cormac):** Hello, I'm your nurse for today. How are you feeling?

**Cormac:** I feel horrible. I feel really hot, and I have a bad headache. This is the worst cold I've ever experienced in my life.

**Nurse:** You'd better stay in your bed. I will have the doctor come in to see you shortly.

**Jose (to Nurse):** I don't want to get that! I'm supposed to be discharged tomorrow.

**Narrator:** What steps should the nurse take?

### Accommodation:

### Signs:

**Personal Protective Equipment (PPE):**

**Environmental Cleaning and Disinfection:**

**Medical Devices/ Equipment:**

**Communication:**

**Visitors:**

**Transportation:**

**Roommates:**


# 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 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 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 does not have a respiratory infection

### Question 3:

**What PPE is needed to perform a care task requiring direct contact for a patient 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 single room accommodation is not available for a patient with symptoms of a gastrointestinal infection (e.g., vomiting, diarrhea). Select the best response.**

- ☐ A. Place the patient in a two bedroom with one toilet
  - ☐ B. Place the patient in a three bedroom with one toilet
  - ☐ C. Place the patient in a two bedroom with one toilet and one commode
  - ☐ D. Place the patient in a three bedroom with one toilet and one commode
- 

### Question 5:

**You are informed that your patient is on Airborne Precautions for suspected Tuberculosis. They need to go to the Diagnostic Imaging Department for a chest X-ray. Which of the following actions are correct? Select all that apply.**

- ☐ A. Inform the Diagnostic Imaging Department that your patient is on Airborne Precautions
  - ☐ B. Request that the patient wear a medical mask during transport (if tolerated)
  - ☐ C. Ensure transport staff (i.e. porter) wears an N95 respirator while transporting the patient
  - ☐ D. Request that the patient wears an N95 respirator during the transport
  - ☐ E. Clean and disinfect transport equipment (e.g. wheelchair) 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 Hospital 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 in a hospital.
- 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 – Sam & Huan](#)

[Applying IPAC Principles Scenario – Violet & Shruti](#)

[Final Quiz](#)


# Practice Activity

## Applying IPAC Principles Scenario – Sam & Huan

### Objectives

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

### Scenario – Sam & Huan



**Part A:** Sam (they/them) has been admitted to hospital to undergo abdominal surgery. Huan (he/him), a health care provider, is responsible for Sam's post-surgical care, and is tasked with checking and redressing Sam's surgical wound.

This is a care task Huan has performed successfully many times before. Sam is on strong painkillers and is likely to be disoriented and very drowsy. Before entering Sam's bed space, he considers the patient's physical and cognitive status as well as his personal skill to perform the care task at hand.

**Part B:** Before Huan dons the appropriate PPE, he gathers all the supplies he will need to perform the wound care procedure. This includes medical supplies like the dressing kit and saline. He also ensures he has access to an appropriate portable receptacle for disposal of biomedical waste and a sharps container at point-of-care. Once wound care is completed, Huan disposes of all supplies and waste and then doffs (takes off) his gloves, then his face protection, and then his gown. Then, he performs hand hygiene prior to leaving the patient's environment.

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

- ☐ A. Yes
- ☐ B. No

### Question 2:

Consider Sam's open and draining incision. Using the Chain of Transmission, what portal(s) of entry could an infectious agent use to enter Sam to cause an infection?

- ☐ A. Mucous membranes (e.g. eyes, nose, mouth)
  - ☐ B. Gastrointestinal tract
  - ☐ C. Broken skin
  - ☐ D. Respiratory Tract
- 

### Question 3:

Will Huan's hands be at risk of exposure to blood and/or body fluid during the care task of assessing and redressing Sam's wound?

- ☐ A. Yes
  - ☐ B. No
- 

### Question 4:

Will Huan's uniform be at risk of exposure to blood and/or body fluid during the care task of assessing and redressing Sam's wound?

- ☐ A. Yes
  - ☐ B. No
-

**Question 5:**

**Will Huan's face be at risk of exposure to blood and/or body fluid during the care task of inspecting and redressing Sam's wound?**

☐ A. Yes

☐ B. No

**Question 6:**

**Should Huan expect Sam to be able to cooperate and follow instructions during this wound care task?**

☐ A. Yes

☐ B. No

**Question 7:**

**Based on Huan's PCRA, what IPAC measures will reduce the risk of acquiring or transmitting infectious agents in preparation for performing this aseptic task? Select all that apply.**

☐ A. Performing hand hygiene before donning PPE

☐ B. Wearing gloves

☐ C. Wearing a gown

☐ D. Wearing facial protection (e.g. medical mask, eye protection)

☐ E. Physical distancing

☐ F. None of the above

**Question 8:**

As another IPAC measure, should Huan ask for assistance from a colleague to perform this care task?

☐ A. Yes

☐ B. No

**Part B**

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**Question 9:**

Was Huan correct in disposing of supplies and waste prior to doffing (taking off) PPE?

☐ A. Yes

☐ B. No

**Question 10:**

Was the order in which Huan doffed (took off) PPE correct?

☐ A. Yes

☐ B. No


# Practice Activity

## Applying IPAC Principles Scenario – Violet & Shruti

### Objectives

Perform a PCRA prior to providing care to a patient in the emergency department and apply appropriate Additional Precautions based on the patient'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 – Violet & Shruti

### Scenario – Violet & Shruti



**Part A:** Violet (she/her) has been admitted to the general medicine unit but remains in a curtained bed space in the emergency department with signs and symptoms consistent with an acute respiratory infection, including a cough, headache and fever. Additional Precautions have been initiated for Violet at triage; however single room accommodations are not currently available. Additional Precautions signage has been attached to Violet’s bed space privacy curtain, which has been drawn closed. Shruti (she/her), a health care worker, is tasked with preparing Violet to be transported to the Diagnostic Imaging Department for a chest X-ray.

**Part B:** In preparation for Violet’s chest X-ray, Shruti notifies the Diagnostic Imaging Department and the patient’s porter that Violet is on Additional Precautions for Acute Respiratory Infection (also known as Droplet and Contact Precautions). Before entering Violet’s bed space to speak with her, Shruti stops to consider potential risks of infectious disease transmission and the measures to reduce and control them. Before entering Violet’s bed space, Shruti performs hand hygiene with alcohol-based hand rub and then dons a medical mask and eye protection since she will be within two metres (six feet) of Violet when speaking with her. No direct care will be provided. Violet is expected to be able to understand and follow instructions. Shruti explains that a porter will be arriving soon to take her for a chest X-ray. Shruti confirms whether Violet can tolerate wearing a mask during transport, reminds her of respiratory etiquette and to clean her hands upon leaving the bed space.

**Part C:** The transport staff (i.e. porter) takes Violet to the Diagnostics Imaging Department without wearing any PPE. After dropping off Violet, the porter disinfects the wheelchair using a disinfectant wipe. A few days later, after noticing an improvement in symptoms, Shruti decides to discontinue Additional Precautions and allows Violet to leave her room without a mask.

## Part A

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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:

**What type of Additional Precautions are likely to have been initiated for Violet? Select all that apply.**

- ☐ A. Additional Precautions for Acute Respiratory Infections (also known as Droplet and Contact Precautions)
  - ☐ B. Contact Precautions
  - ☐ C. Airborne and Contact Precautions
  - ☐ D. None of the above
- 

### Question 2:

**Additional Precautions should not have been initiated until laboratory results have confirmed Violet's infection.**

- ☐ A. True
  - ☐ B. False
- 

## Part B

---

### Question 3:

**Shruti's thought process before interacting with Violet or her environment illustrates an example of a point-of-care risk assessment.**

- ☐ A. True
  - ☐ B. False
-

#### Question 4:

It was not necessary for Shruti to perform hand hygiene before entering Violet's environment since she only had to speak with Violet and not perform direct care.

- ☐ A. True
- ☐ B. False

#### Question 5:

The PPE that Shruti chose to wear for this interaction were correct and complete.

- ☐ A. True
- ☐ B. False

#### Question 6:

The measures Shruti asks Violet to take upon leaving her bed space are appropriate and complete.

- ☐ A. True
- ☐ B. False

#### Question 7:

Communicating Violet's Additional Precautions to other departments who will interact with her is an element of Additional Precautions.

- ☐ A. True
- ☐ B. False

## Part C

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### Question 8:

The patient transport staff (i.e. porter) should have worn PPE to transport Violet to another department, since she was on Additional Precautions.

- ☐ A. True
- ☐ B. False

### Question 9:

The method used for cleaning and disinfecting the wheelchair used to transport Violet was appropriate.

- ☐ A. True
- ☐ B. False

### Question 10:

Shruti does not have the authority to discontinue Additional Precautions.

- ☐ A. True
- ☐ B. False


# Final Quiz

## IPAC for Health Care Workers in Hospitals

### Objectives

Assess your overall understanding of IPAC principles and their ability to apply them in hospital 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 Hospitals

### Final Quiz Scenario



Benita (she/her) has been admitted to hospital with gastrointestinal symptoms including vomiting and diarrhea. Though laboratory results are not yet available to confirm an infection, Additional Precautions have been initiated, and appropriate signage has been posted on the door of Benita's single room.

Benita is actively vomiting. Because of concerns of dehydration, you are tasked with performing IV insertion for Benita so that she can receive fluids. This is a procedure you are very experienced with and confident performing. Though Benita is feeling very unwell, she is alert and cooperative and able to follow instructions.

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

#### Question 1:

**What type of Additional Precautions would be initiated for Benita? Select all that apply.**

- ☐ A. Contact Precautions
- ☐ B. Additional Precautions for Acute Respiratory Infections  
(also known Droplet and Contact Precautions)
- ☐ C. Airborne Precautions

#### Question 2:

**Additional Precautions should not be initiated for Benita since laboratory confirmation of her infection is not yet available.**

- ☐ A. True
- ☐ B. False

**Question 3:**

**Will you have contact with Benita and/or her environment?**

- ☐ A. Yes
- ☐ B. No

**Question 4:**

**Is your face at risk of exposure to blood and/or body fluids (e.g., saliva, urine, feces, vomit)?**

- ☐ A. Yes
- ☐ B. No

**Question 5:**

**Is your body or uniform at risk of exposure to blood and/or body fluids (e.g., saliva, urine, feces, vomit)?**

- ☐ A. Yes
- ☐ B. No

**Question 6:**

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

- ☐ A. Yes
- ☐ B. No

**Question 7:**

**Do you expect Benita to be able to follow instructions and to cooperate during the care task?**

- ☐ A. Yes
- ☐ B. No

### Question 8:

**What measures will you use to reduce the risk of acquiring or transmitting infectious agents when providing care to Benita? Select all that apply.**

- ☐ A. Select the most appropriate PPE based the Additional Precautions measures that in place as well as your point-of-care risk assessment
- ☐ B. Perform hand hygiene before and after using PPE
- ☐ C. Perform hand hygiene according to the Four Moments for Hand Hygiene
- ☐ D. Perform hand hygiene after donning gloves and before performing IV insertion
- ☐ E. Safely dispose any sharps waste from the IV insertion into a sharps container at the point-of-care
- ☐ F. Dedicate shared equipment or ensure it is disinfected before use by another patient

### Question 9:

**Based on Additional Precautions and your point-of-care risk assessment, what PPE will you use to prevent and control the risk of acquiring or transmitting infectious agents when providing direct care to Benita.**

- ☐ A. Hand hygiene is sufficient, and no PPE is needed
- ☐ B. Gloves, since you will be performing an IV insertion
- ☐ C. Facial protection and gown
- ☐ D. Gloves, gown and facial protection

### Question 10:

**Benita's IV pole would be categorized as semi-critical equipment and therefore high-level disinfection would be required at minimum.**

- ☐ A. True
- ☐ B. False



## Module 4: Notes and Reflections

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

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