

IPAC for Health Care Workers in Long-Term 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 Long-Term Care Settings In-Person Training Course](#). This four-module course focuses on core IPAC principles essential for protecting HCWs and their residents 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 long-term care 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.

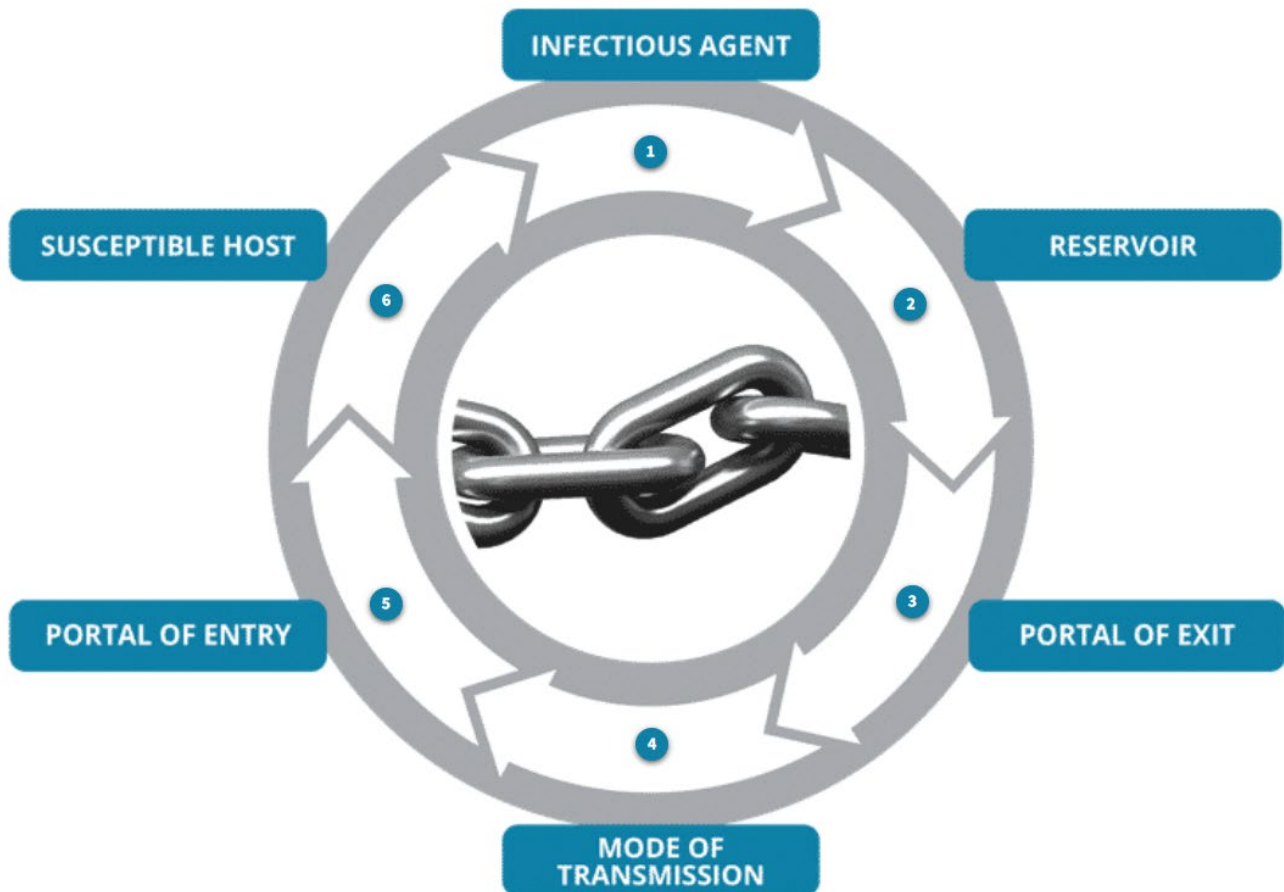


Participant Worksheet

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 resident (he/him) of your long-term care home develops a fever, respiratory symptoms and a sore throat. 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 resident?

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 resident 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. Residents should never wear N95 respirators
- ☐ B. Gloves should never be changed between different care tasks for the same resident
- ☐ 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 resident 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 resident 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 resident 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 resident
- ☐ 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 & Mario](#)

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

[Practice Quiz](#)


Practice Activity

Additional Precautions Role Play – Eric & Mario

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, Mario, nurse, and narrator roles

Instructions

1. Join your group and volunteer or be assigned a role (Eric, Mario, 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 & Mario

Role Play Scenario – Eric & Mario



Narrator: Eric (he/him) is a resident sharing a double (two-bed) room with another resident, Mario (he/him). Listen to their conversation. Eric's nurses know their health and medical history but determines that his gastrointestinal signs and symptoms have no known cause. Eric's family was visiting recently, and his daughter wasn't feeling well. You suspect that Eric may have acquired a gastrointestinal infection from his daughter.

Eric (to Nurse): I just started having diarrhea. My daughter 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 Mario) How are you feeling? Have you had any episodes of diarrhea?

Mario: 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.

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 resident 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 resident 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 resident does not have a respiratory infection

Question 3:

What PPE is needed to perform a care task requiring direct contact for a resident 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 resident with symptoms of a gastrointestinal infection (e.g., vomiting, diarrhea). Select the best response.

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

Question 5:

You are informed that your resident is on Airborne Precautions for suspected Tuberculosis. They need to go to the local hospital's 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 the resident is on Airborne Precautions
 - ☐ B. Request that the resident wear a medical mask during transport (if tolerated)
 - ☐ C. Ensure transport staff wears an N95 respirator while transporting the resident
 - ☐ D. Request that the resident 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 Long-Term 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 resident in a long-term care home.
- 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 – Dahlia & Ralph](#)

[Applying IPAC Principles Scenario – Tamir & Mrs. Tiu](#)

[Final Quiz](#)


Practice Activity

Applying IPAC Principles Scenario – Dahlia & Ralph

Objectives

Practice conducting a Point-of-Care Risk Assessment (PCRA) using a realistic scenario involving a resident who feels unwell. Perform the PCRA prior to providing care and use the findings to identify and apply appropriate IPAC practices that ensure safe and effective resident 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 – Dahlia & Ralph

Scenario – Dahlia & Ralph



Part A: Ralph (he/him) lives in a single room in a long-term care home.

For the most part, he enjoys good physical, mental, and cognitive health. Dahlia (she/her), one of Ralph's health care workers at the home, learns that Ralph has been complaining that he isn't feeling well. Dahlia decides to assess Ralph and take his vital signs, which will involve having direct contact with him. From the doorway to Ralph's room, Dahlia asks Ralph how he is feeling. Ralph greets Dahlia as usual and responds that he has a headache, a sore throat and a new cough.

Part B: As part of the care task, Dahlia decides to take Ralph's temperature to determine if he has a fever. Dahlia uses an ear thermometer with a disposable ear probe cover. She has successfully done this task many times before and Ralph agrees to have his temperature checked. Dahlia proceeds to take Ralph's temperature with an ear thermometer. It reads 39.5 degrees Celsius indicating a fever. She discards the disposable probe cover in the regular waste and immediately disinfects the thermometer with a disposable disinfectant wipe. She tells Ralph that in order to protect others from possible infection, he should only leave his room when necessary and to mask when doing so. She also instructs him to clean his hands often and that he should keep at least two meters distance from others when possible.

Part C: Dahlia says goodbye to Ralph and proceeds to doff her PPE near the doorway to his room. She removes her gloves, her eye protection, her mask and then her disposable gown and discards them right away in the regular waste before moving on to her next task.

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 Ralph have signs or symptoms of infection?

☐ A. Yes

☐ B. No

Question 2:

Is Dahlia's face and/or uniform at risk of exposure to blood and/or body fluids (e.g., saliva, urine, respiratory secretions, vomit?) while providing care to Ralph?

☐ A. Yes

☐ B. No

Question 3:

Should Dahlia expect Ralph to be able to follow instructions and to cooperate during the care task?

☐ A. Yes

☐ B. No

Question 4:

Based on Dahlia's point-of-care risk assessment (PCRA), what IPAC measures will reduce the risk of acquiring or spreading infectious agents during the care task? Select all that apply.

☐ A. Perform hand hygiene before donning PPE

☐ B. Wear gloves

☐ C. Wear gown

☐ D. Wear eye protection

☐ E. Wear respiratory protection

☐ F. No measures needed since there is no confirmation of infection

Question 5:

Dahlia makes a note to arrange for testing for respiratory viruses and decides to wait until the laboratory results are available before initiating Additional Precautions for Acute Respiratory Infections (also known as Droplet and Contact Precautions). Is this the correct action to take?

☐ A. Yes

☐ B. No

Part B

Question 6:

Should Dahlia dispose of the ear probe cover in the regular waste?

☐ A. Yes

☐ B. No

Question 7:

Dahlia cleaned and disinfected shared equipment, in this case the ear thermometer, with an appropriate level of disinfection and she did so at the appropriate time.

☐ A. True

☐ B. False

Question 8:

Dahlia communicated appropriate IPAC measures for Ralph to take.

☐ A. Yes

☐ B. No

Part C

Question 9:

It is acceptable that Dahlia did not perform hand hygiene after doffing PPE since she wore gloves through her entire interaction with the resident who may have a respiratory infection.

☐ A. Yes

☐ B. No

Question 10:

Dahlia has doffed her PPE in the correct order.

☐ A. Yes

☐ B. No


Practice Activity

Applying IPAC Principles Scenario – Tamir & Mrs. Tiu

Objectives

Perform a PCRA prior to providing care to a resident with a possible gastrointestinal infection and apply appropriate Additional Precautions based on the resident’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 – Tamir & Mrs. Tiu

Scenario – Tamir & Mrs. Tiu



Part A: Mrs. Tiu (she/her) shares a double room with Ms. Cohen (she/her) in a long-term care home. Mrs. Tiu has been suffering from signs of a possible gastrointestinal infection including vomiting and diarrhea. Contact Precautions have been initiated, and Mrs. Tiu is later confirmed to have a norovirus infection after testing. Appropriate signage has been posted on the door of the shared room. Because separate rooms could not be arranged for the roommates, Mrs. Tiu has been instructed by staff to use a commode and an emesis bag instead of the shared washroom with Ms. Cohen. She's also been asked to avoid dining or socializing in communal areas of the residence until Additional Precautions are formally discontinued.

Part B: There are concerns of Mrs. Tiu becoming dehydrated. Tamir (he/him), one of the health care workers at the residence, has been tasked with performing an IV insertion for Mrs. Tiu so she can receive fluids. Tamir has only performed this type of procedure once before, and he is nervous about it. Tamir considers Mrs. Tiu's cognitive status. Despite her physical symptoms, she remains alert, cooperative, and able to follow directions. He decides to push past his nerves and goes ahead with the procedure on his own because he doesn't want to disappoint his new supervisor. Tamir gathers all the supplies he needs to perform the procedure. He performs hand hygiene with ABHR and then dons a gown and then gloves. He double checks that there is sharps disposal at the point-of-care.

Part C: Tamir is pleased that the procedure goes well. He discards the used needle in the sharps disposal. Mrs. Tiu asks for help putting her soiled clothing in the nearest laundry bin. Though Tamir does so carefully, he notices a splash of body fluid above the cuff of his glove on the skin of his wrist. After exiting the room, Tamir doffs and discards his gloves using the glove-to-glove, and skin-to-skin technique, performs hand hygiene using ABHR, doffs and discards his gown and then performs hand hygiene once more.

Part D: A few days later, Mrs. Tiu reports a significant improvement of her symptoms. Tamir decides that she can resume using shared spaces, including the washroom, dining room, and social areas. He knows that the commode needs to be cleaned and disinfected using a low-level disinfectant before removing it from the room.

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:

The Additional Precautions measures required of Mrs. Tiu in this scenario were appropriate.

- ☐ A. True
- ☐ B. False

Part B

Question 2:

Tamir conducted a PCRA at the appropriate time.

- ☐ A. True
- ☐ B. False

Question 3:

Based on Tamir's PCRA it was appropriate not to seek any help with the procedure.

- ☐ A. True
- ☐ B. False

Part C

Question 4:

Tamir doffs his PPE in the correct prescribed order.

- ☐ A. True
- ☐ B. False

Question 5:

Tamir uses the correct hand hygiene method after doffing gloves.

- ☐ A. True
- ☐ B. False

Question 6:

Using a sharps container at the point-of-care, is an example of an IPAC Routine Practice.

- ☐ A. True
- ☐ B. False

Question 7:

Mrs. Tiu's laundry should have been discarded in a special designated laundry bin because she is on Additional Precautions for contact transmission.

- ☐ A. True
- ☐ B. False

Part D

Question 8:

Tamir does not have the authority to discontinue Additional Precautions.

- ☐ A. True
- ☐ B. False

Question 9:

Tamir reprocessed the commode with the appropriate level and method of disinfection.

- ☐ A. True
- ☐ B. False


Final Quiz

IPAC for Health Care Workers in Long-Term Care

Objectives

Assess your overall understanding of IPAC principles and their ability to apply them in long-term 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 Long-Term Care

Final Quiz Scenario



Edna (she/her), one of the residents in the long-term care home you work in, lives with dementia. It is common for Edna to display confusion and trouble orienting to person, place and time. Edna has an infected wound on her leg with a small amount of drainage. You plan to perform basic wound care and replace the bandage, a care task that you are very experienced providing for residents like Edna. Based on your previous experience working with Edna, you know that she can at times, become unpredictably agitated and uncooperative.

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

Question 1:

Based on what you know about the Chain of Transmission, what is the likely mode of transmission of the infectious agent causing the leg wound infection? Select all that apply.

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

Question 2:

Will you have contact with Edna and/or her environment?

- ☐ A. Yes
- ☐ B. No

Question 3:

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

- ☐ 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)?

- ☐ 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:

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

- ☐ A. Yes
- ☐ B. No

Question 7:

Based on your risk assessment, what PPE would you select to wear?

- ☐ A. Gloves
- ☐ B. Gown
- ☐ C. Medical mask
- ☐ D. Eye protection
- ☐ E. None of the above

Question 8:

Which statement(s) about hand hygiene is/are true in this situation? Select all that apply.

- ☐ A. Hand hygiene is not necessary because wearing gloves eliminates the need for hand hygiene
- ☐ B. Hand hygiene must be performed before donning the appropriate PPE
- ☐ C. Hand hygiene must be performed before donning the appropriate PPE
- ☐ D. Hand hygiene using soap and water is the preferred method in the absence of visible soiling

Question 9:

After changing the bandage on Edna's wound, you notice the bandage is slightly wet and dispose of it in a bag designated for biomedical waste. Is this the correct action to take?

- ☐ A. Yes
- ☐ B. No

Question 10:

If a culture of Edna's wound indicates that it is infected with Methicillin-Resistant *Staphylococcus aureus* (MRSA), an infectious agent that requires Contact Precautions, what steps should be taken to prevent transmission?

- ☐ A. Dedicate equipment to Edna, if possible
- ☐ B. Determine if Edna can be accommodated in a single room and relocate her, if possible
- ☐ C. Restrict visitors for as long as Edna tests positive for MRSA
- ☐ D. Place a Contact Precautions sign on Edna's door or bed space

Module 4: Notes and Reflections

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

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