

IPAC for Health Care Workers in Primary 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 Primary Care 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 primary 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.

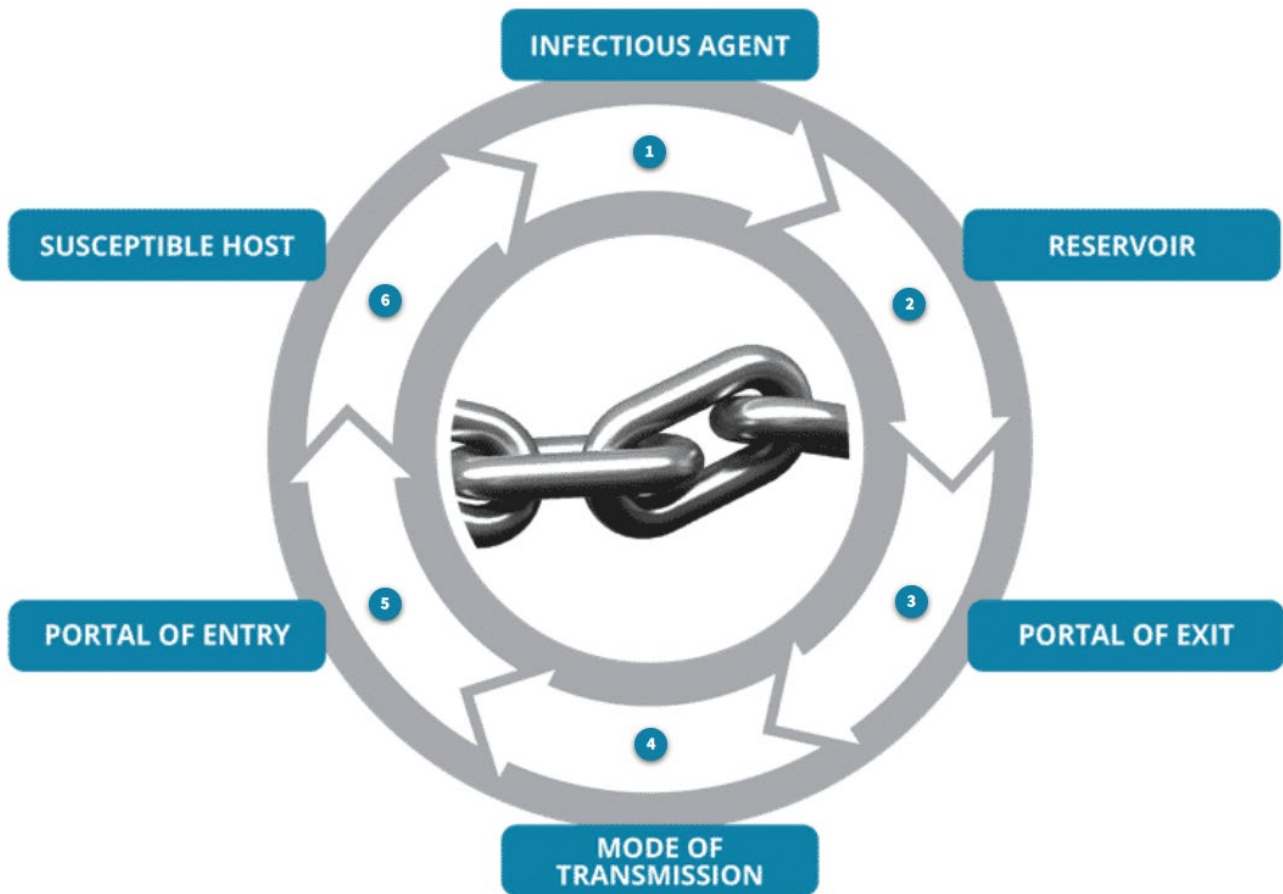


Participant Worksheet

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 man (he/him) presents to your clinical office 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	After a patient leaves an examination room, the staff member responsible for cleaning replaces the exam table paper and moves on to cleaning and disinfecting the counter and sink.	<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 carries a used bandage out of an examination room to dispose of it in a garbage bin 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) arrives at his doctor's office during walk-in hours, with his wife Karina (she/her) and asks to see a doctor. Listen to their conversation. Eric has signs and symptoms of a gastrointestinal infection.

Eric (at triage desk): I have stomach pain and have been uncontrollably vomiting and experiencing diarrhea for over 24 hours. I'm worried that I'm getting dehydrated. I feel awful.

Karina: I had the same symptoms a few days ago but I'm feeling better now.

Triage Receptionist: Wait here a moment while I find you a room. Do you need an emesis bag or access to a washroom?

Eric: (nods)

Narrator: What steps should be taken?

Accommodation:

Signs:

Personal Protective Equipment (PPE):

Environmental Cleaning and Disinfection:

Medical Devices/ Equipment:

Communication:


Practice Activity

Additional Precautions Role Play – Cormac & Jose

Objectives

Apply and discuss the different elements of Additional Precautions.

Estimated Time

 20 minutes

Materials

Participant worksheet

Format

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

Instructions

1. Join your group and volunteer or be assigned a role (Cormac, Jose, or Narrator).
2. Use the role-play cards to act out the scenario.
3. After the role play, complete the worksheet by reflecting on 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 a patient of a family health team and calls to make an appointment for a possible acute respiratory infection. Jose (he/him) is responsible for booking and planning for the appointment. Listen to their conversation.

Jose: Good morning, this is Jose from XYZ family health team. How may I help you today?

Cormac: I'd like to make an appointment to see a doctor. I feel awful.

Jose: I'm sorry to hear that. What are your symptoms?

Cormac: I feel really hot, my throat is sore, and I have a bad cough. It just started two days ago but it's not getting better.

Jose: The doctor can see you tomorrow. Does that work for you?

Cormac: Yes. I will come in tomorrow.

Narrator: What IPAC measures should be taken for Cormac's appointment in different areas of the clinic?

Reception Area:

Procedure/Examination Room Signs:

Personal Protective Equipment (PPE):

Environmental Cleaning and Disinfection:

Medical Devices/ Equipment:

Communication:


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 IPAC measures should be applied when an examination room is not immediately available for a patient with symptoms of a gastrointestinal infection (e.g., vomiting, diarrhea). Select the best response.

- ☐ A. Tell the patient to go home until they are no longer vomiting and experiencing diarrhea
 - ☐ B. Provide the patient with a medical mask to wear
 - ☐ C. Ask the patient to perform hand hygiene and let them know where a washroom is, while prioritizing them for placement in an examination room as soon as possible
 - ☐ D. Send the patient to the nearest hospital
-

Question 5:

You are informed that a patient coming in for an appointment has suspected Tuberculosis. They will 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 requires Airborne Precautions
 - ☐ B. Request that the patient wear a medical mask (if tolerated)
 - ☐ C. Recommend that the diagnostic imaging staff wear N95 respirators while interacting with the patient
 - ☐ D. Request that the patient wears an N95 respirator
 - ☐ E. Clean and disinfect equipment following Routine Practices
-

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 Primary 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 patient in a primary care setting.
- 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 – Tareq & Dr. Lasch](#)

[Applying IPAC Principles Scenario – Mr. Sabri & Carmen](#)

[Final Quiz](#)


Practice Activity

Applying IPAC Principles Scenario – Tareq & Dr. Lasch

Objectives

Practice conducting a Point-of-Care Risk Assessment (PCRA) using a realistic scenario involving a patient with an infection. 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 – Tareq & Dr. Lasch

Scenario – Tareq & Dr. Lasch



Part A: Tareq (he/him) waits in a clinic exam room under Contact Precautions to be seen by his family doctor, Dr. Lasch (she/her), about a worsening open blister and inflammation on his arm that is oozing. Dr. Lasch reviews Tareq's medical file and is aware of Tareq's recent Methicillin Resistant *Staphylococcus aureus* (MRSA) wound infection on the same arm. Before entering the room to examine Tareq, Dr. Lasch takes a moment to consider potential risks of acquiring or spreading infection and the measures she can take to reduce these risks. She thinks about what she knows of Tareq's physical status, how she will need to interact with him during this appointment, her own skill level in doing so, and any behavioural issues she might expect from Tareq that could be risk factors for the possible transmission of infection.

Part B: During the exam, Dr. Lasch treats the inflamed site. She realizes she will need to leave the exam room to gather more supplies. She doffs her PPE, discards it in a general waste receptacle just inside the entrance of the exam room and performs hand hygiene. Once she has the supplies she needs, she re-enters the exam room, sets down her supplies, performs hand hygiene and dons new PPE once again before performing an aseptic procedure.

Part C: Before finishing with Tareq, Dr. Lasch gives him an injection using a safety-engineered needle. Immediately afterwards, she safely disposes of the needle in a sharps container at point-of-care. At the end of the appointment, she appropriately and safely doffs her PPE, performs hand hygiene with alcohol-based hand rub (ABHR) and then moves onto her next task. After Tareq leaves, Ms. Harkov (she/her), another health care worker at the clinic, prepares the room for the next patient by performing hand hygiene, donning gloves, and then cleaning and disinfecting the exam table. She then wipes down frequently touched surfaces and equipment using disinfectant wipes. She then replaces the sharps container as she notices it is full. She doffs her gloves, performs hand hygiene and replaces the exam table paper.

Part A

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

Question 1:

Does Dr. Lasch’s thought process before her interaction with Tareq illustrate an example of a point-of-care risk assessment (PCRA)?

- ☐ A. Yes
- ☐ B. No

Question 2:

Consider the condition of Tareq’s skin. What link(s) in the Chain of Transmission could Tareq’s worsening blister represent? Select all that apply.

- ☐ A. Portal of entry
- ☐ B. Portal of exit
- ☐ C. Susceptible host
- ☐ D. Mode of transmission

Question 3:

What areas of Dr. Lasch may be at risk of exposure to potentially infectious agents while physically examining Tareq? Select all that apply:

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

Question 4:

As part of her PCRA, Dr. Lasch supposes that Tareq is very unlikely to display any behavioural issues that may pose additional risk factors. She also affirms her own confidence in her skill in performing a skin exam. Based on her PCRA, what measures should Dr. Lasch take to reduce the risk of acquiring or spreading infection before entering the exam room? Select all that apply:

- ☐ A. Don medical mask
 - ☐ B. Don eye protection
 - ☐ C. Don gown
 - ☐ D. Perform hand hygiene before donning gloves
 - ☐ E. Ask for assistance
 - ☐ F. Plan to maintain two metres of distance from Tareq
-

Part B

Question 5:

True or false? It was necessary for Dr. Lasch to doff PPE before leaving the room to gather supplies.

- ☐ A. True
 - ☐ B. False
-

Question 6:

True or false? Used PPE should not be discarded in designated biomedical waste but rather in a general waste receptacle.

- ☐ A. True
 - ☐ B. False
-

Part C

Question 7:

True or false? It is important to perform hand hygiene after removing gloves.

- ☐ A. True
- ☐ B. False

Question 8:

True or false? Sharps containers should be replaced when $\frac{3}{4}$ full instead of when they are completely full.

- ☐ A. True
- ☐ B. False

Question 9:

True or false? Ms. Harkov's approach to preparing the exam room for the next patient was appropriate.

- ☐ A. True
- ☐ B. False


Practice Activity

Applying IPAC Principles Scenario – Mr. Sabri & Carmen

Objectives

Perform a PCRA prior to providing care to a patient in a busy walk-in medical clinic.

Estimated Time

 30 minutes

Materials

Participant worksheet, trainer answer key

Format

Individual or small groups

Instructions

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



Participant Worksheet

Applying IPAC Principles Scenario – Mr. Sabri & Carmen

Scenario – Mr. Sabri & Carmen



Part A: Mr. Sabri (he/him) works at reception at a busy walk-in medical clinic. A new patient, Carmen (they/them), arrives for an urgent appointment related to a reaction they are having to new medication. Mr. Sabri notices that Carmen is actively coughing and sneezing when they enter the clinic. Before checking them in, he considers all potential risks of acquiring or spreading infection. From behind the Plexiglass partition, he immediately instructs Carmen to perform hand hygiene using a nearby ABHR dispenser, to don a mask and to wait off to the side away from others until an exam room is available, rather than in the waiting room which is currently very full. In the meantime, Mr. Sabri places an Additional Precautions flag on Carmen's medical chart. As soon as a room is available, Mr. Sabri escorts Carmen while maintaining two meters of physical distance.

Part B: Dr. Marinucci (he/him) approaches the exam room that Carmen is in. Upon picking up their chart, he notices there is an Additional Precautions flag indicating Additional Precautions for Acute Respiratory Infections (also known as Droplet and Contact Precautions) are required. He does his own PCRA, then performs hand hygiene, dons the appropriate PPE based on the Additional Precautions indicated, and enters the room. During the appointment, he asks Carmen for consent to collect a nasopharyngeal specimen to be tested. They agree and remove their mask temporarily for the procedure. Dr. Marinucci discards waste from the procedure in a general waste receptacle at the point-of-care.

Part C: Once the appointment is over, Dr. Marinucci removes and discards his PPE in the doorway of the exam room. First, he removes his facial protection, performs hand hygiene, and then removes and discards his gown, followed by his gloves using the glove-to-glove and skin-to-skin technique before once again performing hand hygiene.

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:

True or false? Mr. Sabri's thought process before interacting with this new patient illustrates an example of a point-of-care risk assessment (PCRA).

- ☐ A. True
- ☐ B. False

Question 2:

Consider Carmen's signs and symptoms of infection. Using the Chain of Transmission, through what portal(s) of entry could an infectious agent enter into a susceptible host to cause an infection? Select all that apply.

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

Question 3:

True or false? Based on his PCRA, the measures Mr. Sabri takes to control and reduce risks of acquiring and spreading infection are appropriate.

- ☐ A. True
- ☐ B. False

Question 4:

True or false? Mr. Sabri should not have initiated Additional Precautions until lab results have confirmed Carmen's infection.

- ☐ A. True
- ☐ B. False

Part B

Question 5:

True or false? Dr. Marinucci did not have to do a PCRA, since Mr. Sabri, another health care worker, already did one.

- ☐ A. True
- ☐ B. False

Question 6:

Based on the Additional Precautions indicated, as well as his PCRA, what PPE should Dr. Marinucci don before entering Carmen's exam room? Select all that apply.

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

Part C

Question 7:

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

☐ A. True

☐ B. False


Final Quiz

IPAC for Health Care Workers in Primary Care

Objectives

Assess your overall understanding of IPAC principles and their ability to apply them in primary 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 Primary Care

Final Quiz Scenario



After seeing his family doctor about an urgent issue, Alok (he/him) is instructed to go to the lab and get blood work down the hall. You are the experienced health care worker who will be taking Alok's blood sample. Alok communicates with you that he feels uneasy about needles and is feeling very nauseated. He states that he might vomit but remains alert and cooperative.

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

Question 1:

Will you have contact with Alok and/or his environment?

- ☐ A. Yes
- ☐ B. No

Question 2:

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

- ☐ A. Yes
- ☐ B. No

Question 3:

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 4:

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

- ☐ A. Yes
- ☐ B. No

Question 5:

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

- ☐ A. Yes
- ☐ B. No

Question 6:

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 performing a blood withdrawal procedure for Alok? Select all that apply.

- ☐ A. Perform hand hygiene before donning PPE
- ☐ B. Don gloves
- ☐ C. Don gown
- ☐ D. Don eye protection
- ☐ E. Don medical mask

Question 7:

If Alok vomits during the procedure, what steps should be taken?

- ☐ A. Clean up visible soiling and allow 5 minutes for paper towels to absorb contents
- ☐ B. Clean and disinfect the area immediately
- ☐ C. Once Alok leaves, close the door to the room and clean and disinfect at the end of the day

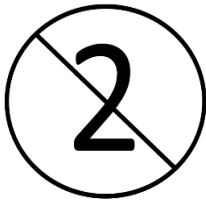
Question 8:

True or false? Since the needle you are using to take Alok's blood is safety-engineered, it is safe to leave it on the table while completing your paperwork.

- ☐ A. True
- ☐ B. False

Question 9:

You notice that the box of tourniquet's has a symbol on it that looks like a crossed-out number two in a circle. What does this symbol mean?



- ☐ A. You can reuse each tourniquet up to two times without disinfecting it
- ☐ B. It is the manufacturer's logo
- ☐ C. Each tourniquet should only be used once and disposed of immediately after use
- ☐ D. Never use two or more tourniquets at a time

Question 10:

When you are ready to dispose of the needle, you notice that the sharps container at the point-of-care is overfilled. What action should you take?

- ☐ A. Dispose of the needle in a general waste container
- ☐ B. Carry the needle down the hall where you know another sharps container is located
- ☐ C. Force the needle into the sharps container
- ☐ D. Call for assistance to request that a new sharps container be brought into the room

Module 4: Notes and Reflections

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

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