

Additional Precautions Practice Activities for Long-Term Care

The content for this face-to-face training parallels the content in the online version, and it provides additional practice activities. The activities have been developed to engage participants and make learning fun. Trainers/facilitators can adapt or adopt the activities below to suit their training needs and timeframe.

List of Activities/Objectives

Activity	Title	Objectives
1	<i>Routine Practices or Additional Precautions?</i>	To identify the need for Additional Precautions
2	<i>Touch, Drop or Float</i>	To identify the appropriate category of Additional Precautions required
3	<i>Assign a Sign</i>	To identify the appropriate category of Additional Precautions required
4	<i>It's Elementary!</i>	To apply the elements of Additional Precautions
5	<i>Story, Not Sorry</i>	To apply the categories and elements of Additional Precautions
6	<i>Cross the Line</i>	To consolidate and reinforce the category and the elements of Additional Precautions and the elements of Routine Practices. (This is an advanced activity.)

Activity 1: Routine Practices or Additional Precautions?

Objective

To identify the need for Additional Precautions

Materials/props

- Cards describing residents with different conditions
- Activity 1 Feedback/Answers

Preparation

- Prepare a sufficient number of cards for the number of participants and print out the answer sheet.

Details

- Divide participants into small teams.
- Distribute the cards containing resident conditions.
- Ask participants to discuss and decide whether Routine Practices or Additional Precautions are required for each resident condition.
- Appoint one or two teams to present the results of their discussion.
- Provide feedback on the presentation given by the teams as indicated on the answer sheet.

Notes to trainers/facilitators

- This is a short activity.
- It will work with an odd or even number of participants.
- The time allocated for the discussion and presentation of discussion result can be adjusted based on the length of the training session.

Activity 1: Routine Practices or Additional Precautions?

Cards describing residents with different conditions

Resident Condition (cut along dotted lines)	Routine Practices?	Additional Precautions?
 <p>Mr. Star has a high fever, cough and a sore throat.</p>		
 <p>Mrs. Moon has had a fall. She has a cut on her head that is bleeding heavily.</p>		
 <p>Mr. Planet fainted. His signs and symptoms are being investigated.</p>		
 <p>Mrs. Mars is a new admission. You are waiting for her routine chest x-ray results.</p>		
 <p>Mrs. Comet has diarrhea. She has a history of Vancomycin-resistant <i>Enterococcus</i> (VRE).</p>		
 <p>Mr. Saturn has methicillin-resistant <i>Staphylococcus aureus</i> (MRSA).</p>		

Activity 1 Feedback/Answers

Resident Condition	Routine Practices?	Additional Precautions?	Explanation
Mr. Star has a high fever, cough and a sore throat.	✓	✓	<i>Mr. Star requires Additional Precautions because he has symptoms of a respiratory infection.</i>
Mrs. Moon has had a fall. She has a cut on her head that is bleeding heavily.	✓		<i>Mrs. Moon does not have any symptoms that would require Additional Precautions. Her care can be managed using Routine Practices.</i>
Mr. Planet fainted. His signs and symptoms are being investigated.	✓		<i>Mr. Planet does not have any symptoms that would require Additional Precautions. His care can be managed using Routine Practices.</i>
Mrs. Mars is a new admission. You are waiting for her routine chest x-ray results.	✓		<i>Mrs. Mars does not have any symptoms that would require Additional Precautions.</i>
Mr. Comet has diarrhea and vomiting with no known cause.	✓	✓	<i>Mr. Comet requires Additional Precautions because he has symptoms of a gastrointestinal infection and may have a communicable disease.</i>
Mrs. Comet has diarrhea. She has a history of Vancomycin-resistant <i>Enterococcus</i> (VRE).	✓	✓	<i>Mrs. Comet requires Additional Precautions to interrupt the transmission of an identified infectious agent.</i>
Mr. Saturn has methicillin-resistant <i>Staphylococcus aureus</i> (MRSA).	✓	✓	<i>Mr. Saturn requires Additional Precautions to interrupt the transmission of an identified infectious agent.</i>

Activity 2: *Touch, Drop or Float*

Objective

To identify the appropriate category of Additional Precautions required

Materials/props

- Worksheet describing residents with different conditions
- Activity 2 Feedback/Answers

Preparation

- Prepare a sufficient number of worksheets for the number of participants and print out the answer sheet.

Details

- Divide participants into pairs or small teams.
- Distribute the worksheets.
- Ask participants to discuss the category of Additional Precautions required for each resident and select the appropriate category.
- Appoint one or two teams or pairs to present the results of their discussion.
- Provide feedback.

Notes to trainers/facilitators

- This is a short activity.
- The time allocated for the discussion and presentation of discussion result can be adjusted based on the length of the training session.
- You may increase or decrease the number of scenarios depending on time availability.

Activity 2: Touch, Drop or Float Worksheet

Residents' Condition	Contact (Touch)	Droplet (Drop)	Airborne (Float)
Mr. Star has a high fever, cough and a sore throat.			
Mrs. Comet has diarrhea and vomiting with no known cause.			
Mr. Saturn has a wound with heavy drainage that has been cultured. Results show that he has methicillin-resistant <i>Staphylococcus aureus</i> (MRSA).			
Mrs. Cloud is the third person on the unit in the last 48 hours to have vomiting and diarrhea. Her vomiting is projectile and she is confused and can't follow directions.			
Mr. Wind has a cold.			
Mrs. Storm was on antibiotics and now she has diarrhea. The doctor is concerned that Mrs. Storm has <i>Clostridium difficile</i> .			
Mrs. Sun has been scratching all night. She has a rash with little bumps in a line and some scaly patches in between her fingers, around her nails, elbows and wrists. You suspect she has scabies.			

Activity 2: Answer sheet

Resident Condition	Contact	Droplet	Airborne	Comments
Mr. Star has a high fever, cough and a sore throat.	✓	✓		Although no infectious organisms have been identified, these are symptoms of acute respiratory illness (ARI) that can spread and possibly lead to an outbreak.
Mrs. Comet has diarrhea and vomiting with no known cause.	✓			Although no infectious organisms have been identified, these are symptoms of a gastrointestinal illness that can spread and possibly lead to an outbreak.
Mr. Saturn has a wound with heavy drainage that has been cultured. Results show that he has methicillin-resistant <i>Staphylococcus aureus</i> (MRSA).	✓			MRSA is spread by direct and indirect transmission and can be of particular concern to immunocompromised residents. A draining wound increases the risk of environmental contamination.
Mrs. Cloud is the third person on the unit in the last 48 hours to have vomiting and diarrhea. Her vomiting is projectile and she is confused and can't follow directions.	✓			Although no infectious organisms have been identified, these are symptoms of a gastrointestinal illness that can spread and possibly lead to an outbreak.
Mr. Wind has a cold.	✓	✓		Although no infectious organisms have been identified, these are symptoms of acute respiratory illness (ARI) that can spread and possibly lead to an outbreak.
Mrs. Storm was on antibiotics and now she has diarrhea. The doctor is concerned that Mrs. Storm has <i>Clostridium difficile</i> .	✓			Although no infectious organisms have been identified, these are symptoms of a gastrointestinal illness that can spread and possibly lead to an outbreak.
Mrs. Sun has been scratching all night. She has a rash with little bumps in a line and some scaly patches in between her fingers, around her nails, elbows and wrists. You suspect she has scabies.	✓			For limited, "typical" scabies, use Routine Practices with gloves for skin contact. For crusted, "Norwegian" scabies, use Contact Precautions. Continue precautions until 24 hours after application of scabicide.

Additional Resource

Appendix N Clinical Syndromes/Conditions with Required Level of Precautions found in PIDAC's [Routine Practices and Additional Precautions in All Health Care Settings](#).

Activity 3: Assign a Sign

Objective

- To identify the appropriate signage for different categories of precautions

Materials/props

- Cards showing resident conditions
- Signage cards
- Activity 3 Feedback/Answers

Preparation

- Prepare sufficient sets of signage cards.
- Print out the resident conditions cards.
- Print out the answer sheet.

Details

- Divide participants into small teams.
- Distribute the resident conditions cards and a set of signage cards to each team.
- Ask participants to discuss and select the correct Additional Precautions sign for each resident condition.
- Provide feedback after the activity as indicated on the answer sheet.

Notes to trainers/facilitators

- This is a short activity.
- It will work with an odd or even number of participants.
- Signage and lanyard cards can be found [here](#).

Activity 3: Category of Additional Precautions - *Assign a Sign*

Cards showing resident conditions

Cut along dotted lines



Mr. Downpour has a high fever, cough and a sore throat.



Mrs. Horizon has a fever and a rash of unknown cause.



Mrs. Comet has diarrhea and vomiting with no known cause.



Mr. Saturn has a wound with heavy drainage that has been cultured. Results show that he has methicillin-resistant *Staphylococcus aureus* (MRSA).

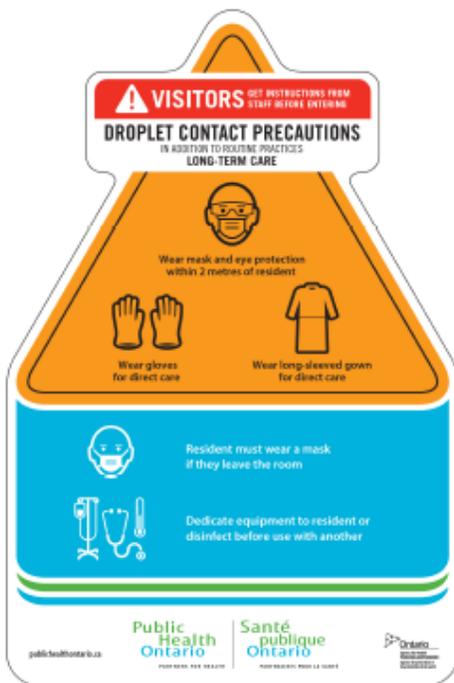
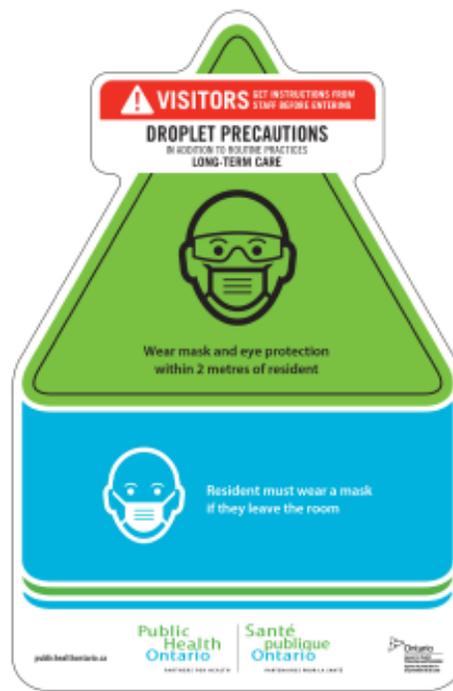
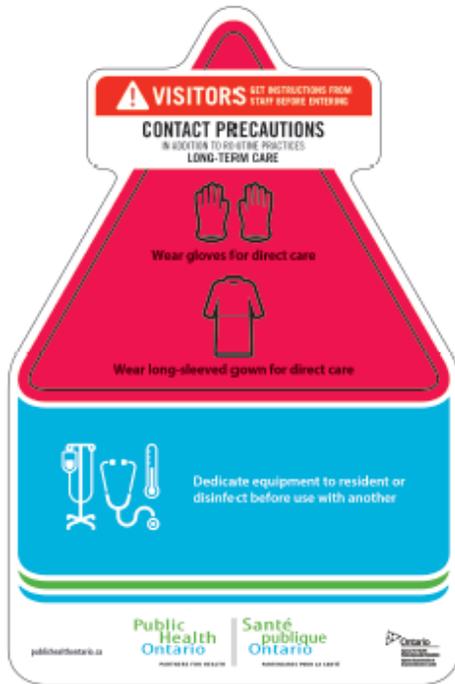


Mr. Earth has a cold.

Activity 3: Assign a Sign

Signage

Cut along dotted lines



Activity 3: Feedback/Answer sheet

Resident Condition	Category of Additional Precautions
Mr. Downpour has a high fever, cough and a sore throat.	<p>Droplet-Contact</p> <p><i>Mr. Downpour has symptoms of a respiratory infection. Most respiratory infections spread by both droplet and contact transmission. This requires Droplet-Contact Precautions.</i></p>
Mrs. Horizon has a fever and a rash of unknown cause.	<p>Droplet-Contact</p> <p><i>Illnesses associated with symptoms like rash and fever are often spread by the droplet and contact route. It is prudent to use Droplet-Contact Precautions until the cause of Mrs. Horizon's fever and rash is known.</i></p>
Mrs. Comet has diarrhea and vomiting with no known cause.	<p>Contact</p> <p><i>Mrs. Comet has symptoms of a gastrointestinal infection and may have a communicable disease. This requires Contact Precautions.</i></p>
Mr. Saturn has a wound with heavy drainage that has been cultured. Results show that he has methicillin-resistant <i>Staphylococcus aureus</i> (MRSA).	<p>Contact</p> <p><i>Mr. Saturn has a leaking wound that is positive for MRSA. MRSA is spread through contact transmission. This requires Contact Precautions.</i></p>
Mr. Earth has a cold.	<p>Droplet-Contact</p> <p><i>Mr. Earth has symptoms of a respiratory infection. Most respiratory infections are spread by both droplet and contact transmission. This requires Droplet-Contact Precautions.</i></p>

Activity 4: *It's Elementary*

Objective

To apply the elements of Additional Precautions

Materials/props

- Role playing cards
- Elements of Additional Precautions cards
- Activity 4 Feedback/Answers

Preparation

- Prepare sufficient sets of Role Playing cards and Elements of Additional Precautions cards for the number of participants/teams.
- Print out the Feedback/Answers.

Details

- Select the scenario or scenarios.
- Divide participants into small teams.
- Distribute the role play cards and element cards to each team.
- Ask participants in each team to role play the scenario.
- After the role play, team members take turns to pick an element card.
- The team discusses how to apply the element in the scenario.
- Provide feedback after the activity.

Notes to trainers/facilitators

- Each element icon has suggested questions for discussion. Trainers/facilitators may print out the icons alone or print out the icons together with the questions accompanying each element.
- The number of members for each team will depend on the scenario selected.
- Trainers/facilitators can assign a different scenario to each team or have one team working on more than one scenario and then report back to the group.

Activity 4: It's Elementary - Role Playing Cards for Scenario 1 and 2

There are two different scenarios for Mr. North and Mr. South. Choose one of the scenarios. The same elements cards and feedback apply to both.

Scenario 1 - Contact Scenario – Diarrhea (cut along dotted lines)		
Part 1	Narrator	<i>Mr. North is in a two-bed room with Mr. South. Listen to their conversations. You know Mr. North's health and medical history and assess the diarrhea has no known cause. Mr. North's wife was visiting and wasn't feeling well. You suspect that Mr. North has picked up a gastrointestinal infection from his wife.</i>
Part 2	Mr. North	<i>I just started having diarrhea. My wife was in yesterday and she left suddenly because she wasn't feeling well. I talked to her this morning and she told me she had diarrhea all night.</i>
Part 3	Nurse	<i>Uh-oh! Mr. North, you better stay in your bed. Here is some alcohol-based hand rub for you to clean your hands.</i> <i>Mr. South, how are you feeling? Have you had diarrhea?</i>
Part 4	Mr. South	<i>I'm fine right now. How can I prevent getting diarrhea, too?</i>
Participants take turns to pick an element card. The group discusses how to apply each element of Additional Precautions in this scenario.		

Scenario 2 - Contact Scenario – MRSA (cut along dotted lines)		
Part 1	Narrator	<i>Mr. North is in a two-bed room with Mr. South. Listen to their conversations. Mr. North has a history of methicillin-resistant Staphylococcus aureus (MRSA). He currently has a wound with uncontrolled drainage.</i>
Part 2	Mr. North	<i>Every time I stand up, my wound drains green stuff all over my pajamas and drips all over my bed and onto the floor.</i>
Part 3	Nurse	<i>Uh-oh! Mr. North, you better stay in your bed. Here is some alcohol-based hand rub for you to clean your hands.</i> <i>I'll change your dressing and bed sheets.</i>
Part 4	Mr. South	<i>How can I prevent getting his bugs?</i>
Participants take turns to pick an element card. The group discusses how to apply each element of Additional Precautions in this scenario.		

Activity 4: It's Elementary - Scenario 1 and 2 Elements of Additional Precautions Cards

Cut along dotted lines

	<p>Do you need to move any of the residents in this scenario?</p> <p>What would be the best accommodation for Mr. North?</p> <p>What would be the best accommodation for Mr. South?</p>
	<p>Which Additional Precautions sign would be appropriate in this scenario?</p> <p>Where do you need to put the sign?</p>
	<p>Do you need to wear personal protective equipment (PPE) to enter the room or the bed space?</p> <p>What PPE do you need?</p> <p>Where should the PPE station be located?</p> <p>Where should you dispose of contaminated PPE?</p>
	<p>What area(s) in the room need to be cleaned daily?</p> <p>Which surfaces are high-touch surfaces?</p> <p>Is special cleaning required?</p>
	<p>Which equipment can be dedicated?</p> <p>What do you need to do with equipment used when providing care for Mr. North?</p>

Cut along dotted lines



With whom do you need to communicate about Mr. North's status?

What do you need to communicate about Mr. North?



Can Mr. North leave his room?

If he is able to leave his room, what action(s) do you need to take before, during and after transport?



Can Mr. North have visitors?

What education needs to be provided to Mr. North's visitors if they are allowed to visit?

Activity 4: It's Elementary: Feedback for Scenario 1 and 2 Elements of Additional Precautions Cards

Image	Questions	Scenario
	<p>Do you need to move any of the residents in this scenario?</p> <p>What would be the best accommodation for Mr. North?</p> <p>What would be the best accommodation for Mr. South?</p>	<p><i>The ideal accommodation for residents requiring contact precautions is a single room with a dedicated toilet and sink. Since that is often not possible in long-term care, each resident should be assessed on a case-by-case basis. The ability of the resident to follow precautions and the infection risk to other residents in the room should be considered in making the decision about accommodation. The door to the resident's room may stay open.</i></p> <p><i>In most cases residents are able to leave their room. Exceptions may include the resident who has acute vomiting or diarrhea or a heavily leaking wound that cannot be contained.</i></p>
	<p>Which Additional Precautions sign would be appropriate in this scenario?</p> <p>Where do you need to put the sign?</p>	<p><i>In a single room, a Contact Precautions sign needs to be put at the entrance to the resident's room.</i></p> <p><i>If the resident is in a multi-bed room, then the sign needs to be put by the bed space so it is easily seen.</i></p>
	<p>Do you need to wear PPE to enter the room or the bed space?</p> <p>What PPE do you need?</p> <p>Where should the PPE station be located?</p> <p>Where should you dispose of contaminated PPE?</p>	<p><i>You will need to put on a gown and gloves when you are providing direct, hands-on care for the resident. If you are entering the room and will not be doing any direct care you do not need to wear PPE but should practice hand hygiene according to the 4 Moments of hand hygiene.</i></p> <p><i>The location of the PPE station depends on the design of your facility. The PPE station may be outside of the resident's room or bed space.</i></p> <p><i>The location of the PPE waste receptacles depends on the design and policies of your facility.</i></p>

Image	Questions	Scenario
	<p>What area(s) in the room need to be cleaned daily?</p> <p>Which surfaces are high-touch surfaces?</p> <p>Is special cleaning required?</p>	<p><i>Routine environmental cleaning is sufficient for most residents on Contact Precautions. All high-touch surfaces, such as light switches and bed rails, must be cleaned daily.</i></p> <p><i>Environmental services needs to be notified of any residents who have Vancomycin - resistant Enterococcus (VRE) or Clostridium difficile (C. difficile) so that special cleaning can be done.</i></p> <p><i>Remove and launder privacy curtains as part of discharge or transfer cleaning.</i></p>
	<p>Which equipment can be dedicated?</p> <p>What do you need to do with equipment used when providing care for Mr. North?</p>	<p><i>Dedicate equipment to the resident's use whenever possible.</i></p> <p><i>Equipment that is shared between residents needs to be cleaned and disinfected after each use, based on Routine Practices, before being used with another resident.</i></p> <p><i>Paper or mobile electronic resident records should be kept outside of the resident room.</i></p>
	<p>With whom do you need to communicate about Mr. North's status?</p> <p>What do you need to communicate about Mr. North?</p>	<p><i>It is important that you tell resident and his/her family why Contact Precautions are in place. Also ensure that other departments, facilities and transport service providers are aware of the need for Contact Precautions.</i></p>
	<p>Can Mr. North leave his room?</p> <p>If he is able to leave his room, what action(s) do you need to take before, during and after transport?</p>	<p><i>Sometimes it is necessary for residents on Contact Precautions to be transported to another facility. If your resident needs to be transported, you need to wear gloves and gown only if you provide direct care for the resident during the transport. As a routine practice, after transport, clean and disinfect used equipment.</i></p>

Image	Questions	Scenario
	<p>Can Mr. North have visitors?</p> <p>What education needs to be provided to Mr. North's visitors if they are allowed to visit?</p>	<p><i>Mr. North can have visitors.</i></p> <p><i>Show visitors how to clean their hands properly with alcohol-based hand rub or soap and water when they enter and leave the room.</i></p> <p><i>Visitors do not need to wear PPE unless they are providing direct care, such as assisting with toileting or bathing the resident.</i></p>

Activity 4: It's Elementary - Scenario 3 and 4 Role Playing Cards

There are two different scenarios for Mr. Wind, Mr. Breeze and Mr. Storm. Choose one of the scenarios. The same Element cards and Feedback apply to both.

Scenario 3 - Droplet-Contact Scenario – Influenza (cut along dotted lines)		
Part 1	Narrator	<i>Mr. Wind is in a four-bed room with Mr. Breeze and Mr. Storm. The fourth bed is empty. Listen to their conversations. Mr. Wind has a fever, cough, and shortness of breath. His symptoms are the same as two other residents on the unit.</i>
Part 2	Nurse	<i>Mr. Wind, I'm Wendy, your nurse for today. How are you feeling?</i>
Part 3	Mr. Wind	<i>I feel horrible. I don't even want to lift my head off the pillow. I'm really hot, too. This is the worst cold I have ever had in my life.</i>
Part 4	Nurse	<i>Uh-oh! You'd better stay in your bed. We have other residents on the unit with the same symptoms. I'll have the doctor come and see you shortly.</i>
Part 5	Mr. Breeze	<i>My buddy was awake all night. I don't want to get what he has.</i>
Part 6	Mr. Storm	<i>(Snoring sound.)</i>
Participants take turns to pick an element card. The group discusses how to apply each element of Additional Precautions in this scenario.		

Scenario 4 - Droplet-Contact Scenario – Common Cold *(cut along dotted lines)*

Part 1	Narrator	<i>Mr. Wind is in a four-bed room with Mr. Breeze and Mr. Storm. The fourth bed is empty. Listen to their conversations. Mr. Wind has a runny nose, sore throat and a cough. His symptoms are the same as two other residents on the unit.</i>
Part 2	Nurse	<i>Mr. Wind, I'm Wendy, your nurse for today. How are you feeling?</i>
Part 3	Mr. Wind	<i>I feel horrible. My nose is dripping like a tap. Listen to how hoarse my voice is!</i>
Part 4	Nurse	<i>Uh-oh! You'd better stay in your bed. We have other residents on the unit with the same symptoms. I'll bring you more facial tissues, a garbage bag and some throat lozenges.</i>
Part 5	Mr. Breeze	<i>My buddy was awake all night. I don't want to get what he has.</i>
Part 6	Mr. Storm	<i>(Snoring sound.)</i>
	Participants take turns to pick an element card. The group discusses how to apply each element of Additional Precautions in this scenario.	

Activity 4: It's Elementary: Scenario 3 & 4 Elements of Additional Precautions Cards

Cut along dotted lines

	<p>Do you need to move any of the residents in this scenario?</p>
	<p>Which Additional Precautions sign would be appropriate in this scenario? Where do you need to put the sign?</p>
	<p>Do you need to wear personal protective equipment (PPE) to enter the room or the bed space? What PPE do you need? Where should the PPE station be located? Where should you dispose of contaminated PPE?</p>
	<p>What area(s) in the room need to be cleaned daily? Which surfaces are high-touch surfaces? Is special cleaning required?</p>
	<p>Which equipment can be dedicated? What do you need to do with equipment used when providing care for Mr. North?</p>

Cut along dotted lines



With whom do you need to communicate about Mr. Wind's status?

What do you need to communicate about Mr. Wind?



Can Mr. Wind leave his room?

If he is able to leave his room, what action(s) do you need to take before, during and after transport?



Can Mr. Wind have visitors?

What education needs to be provided to Mr. Wind's visitors if they are allowed to visit?

Activity 4: It's Elementary: Feedback for Scenario 3 and 4 of Additional Precautions Cards

Image	Questions	Scenario
	<p>Do you need to move any of the residents in this scenario?</p> <p>In long-term care, residents should remain in their room or bed space, if feasible, with privacy curtains drawn.</p>	<p><i>It may depend on the policies of your facility and the availability of rooms.</i></p> <p><i>Ideally, residents who require Droplet-Contact Precautions would be placed in a single room with a dedicated toilet and sink. The door may remain open.</i></p> <p><i>If a single room is not available, the infection risk to others in the room should be considered in making the decision about accommodation. Ask your Infection Control Professional or designate to help make decisions about moving residents.</i></p> <p><i>Each resident's ability to follow precautions needs to be assessed to assist in determining the best accommodation. Develop an individual care plan.</i></p> <p><i>Mr. Wind should be encouraged to stay in his room to help decrease the risk of spreading this respiratory infection. The curtain should be drawn around his bed space while he remains on precautions.</i></p>
	<p>Which Additional Precautions sign would be appropriate in this scenario?</p> <p>Where do you need to put the sign?</p>	<p><i>Droplet-Contact signage would be appropriate in this scenario.</i></p> <p><i>In a single room, place a Droplet-Contact Precautions sign at the entrance to the resident's room.</i></p> <p><i>If the resident is in a multi-bed room, then place the sign by the bed space so it is easily seen.</i></p>
	<p>Do you need to wear PPE to enter the room or the bed space?</p> <p>What PPE do you need?</p> <p>Where should the PPE station be located?</p> <p>Where should you dispose of contaminated PPE?</p>	<p><i>Wear a mask and eye protection whenever you are within two metres of a resident who is on Droplet Precautions. Wear gloves and a gown for direct care.</i></p> <p><i>The location of the PPE station depends on the design of your facility. The PPE station may be outside of the resident's room or bed space.</i></p> <p><i>The location of the PPE waste receptacles depends on the design and policies of your facility.</i></p>

Image	Questions	Scenario
	<p>What area(s) in the room need to be cleaned daily?</p> <p>Which surfaces are high-touch surfaces?</p> <p>Is special cleaning required?</p>	<p><i>All high-touch areas need to be cleaned daily. (This is Routine Practices.)</i></p> <p><i>The high-touch surfaces may include: the bedside table, the telephone, the call bell, the over-the-bed table, the bed rails, the foot of the bed, light switches, door handles and the ABHR dispenser.</i></p> <p><i>Remove and launder the curtains if they are soiled or on discharge/transfer cleaning.</i></p> <p><i>Special cleaning is not required.</i></p>
	<p>Which equipment can be dedicated?</p> <p>What do you need to do with equipment used when providing care for Mr. Wind?</p>	<p><i>Dedicate equipment to the resident's use whenever possible.</i></p> <p><i>Equipment that is shared between residents needs to be cleaned and disinfected after each use, before being used with another resident. This is routine practice.</i></p> <p><i>Paper or mobile electronic resident records should be kept outside of the resident room.</i></p>
	<p>With whom do you need to communicate about Mr. Wind's status?</p> <p>What do you need to communicate about Mr. Wind?</p>	<p><i>It is important that you tell the resident and his/her family why Droplet-Contact Precautions are in place. Also ensure that other departments, facilities or transport service providers are aware of the need for Droplet-Contact Precautions.</i></p>
	<p>Can Mr. Wind leave his room?</p> <p>If he is able to leave his room, what action(s) do you need to take before, during and after transport?</p>	<p><i>Mr. Wind should stay in his room unless it is medically necessary for him to leave. Transporting Mr. Wind should be limited unless it is necessary for a specific test or procedure.</i></p> <p><i>Before transportation, the receiving department or facility and transport staff need to know that Mr. Wind is on Droplet- Contact Precautions.</i></p> <p><i>Give Mr. Wind a mask to wear. If he cannot tolerate wearing a mask, the transport staff must use eye protection and a mask. If providing direct</i></p>

Image	Questions	Scenario
		<p><i>care, they should wear a gown and gloves.</i></p> <p><i>After transport, clean and disinfect used equipment as a routine practice.</i></p>
	<p>Can Mr. Wind have visitors?</p> <p>What education needs to be provided to Mr. Wind's visitors if they are allowed to visit?</p>	<p><i>Yes, Mr. Wind can have visitors.</i></p> <p><i>Show visitors how to clean their hands properly with alcohol-based hand rub or soap and water when they enter and leave the room.</i></p> <p><i>A mask should be worn, by all visitors, whenever they are within two metres of Mr. Wind.</i></p>

Activity 4: It's Elementary - Scenario 5 Role Playing Cards

Scenario 5 – Airborne (cut along dotted lines)

Part 1	Narrator	<i>You get a phone call from the Public Health Department.</i>
Part 2	RN in charge	<i>Hello, Oak Pod. It's Wendy RN speaking.</i>
Part 3	Public Health Nurse	<i>I'm calling from the Public Health Department about Mr. Speck. His sputum has cultured positive for tuberculosis.</i>
Part 4	RN in charge	<i>Oh my goodness. What do we have to do?</i>
Part 5	Public Health Nurse	<i>I'm arranging a negative pressure room bed for Mr. Speck at the local hospital. (Use the name of your local hospital.)</i>
Part 6	RN in charge	<i>I'll arrange the transfer right away.</i>
<p>Participants take turns to pick an element card. The group discusses how to apply each element of Additional Precautions in this scenario.</p>		

Activity 4: It's Elementary - Scenario 5 Elements of Additional Precautions Cards

Image	Question
	<p>What accommodation is needed for Mr. Speck?</p>
	<p>Which Additional Precautions sign would be appropriate in this scenario?</p> <p>Where do you need to put the sign?</p>

Image	Question
	<p>Do you need to wear personal protective equipment (PPE) to enter the room or the bed space?</p> <p>What PPE do you need?</p> <p>Where should the PPE station be located?</p> <p>Where should you dispose of contaminated PPE?</p>
	<p>Is special cleaning required?</p>
	<p>What do you need to do with equipment used when providing care for Mr. Speck?</p>
	<p>With whom do you need to communicate about Mr. Speck's status?</p>
	<p>What action(s) do you need to take before, during and after transport?</p>

Image	Question
	<p>Can Mr. Speck have visitors?</p>

Activity 4: It's Elementary: Feedback for Scenario 5 Elements of Additional Precautions Cards

Image	Question	Scenario
	<p>What accommodation is needed for Mr. Speck?</p>	<p><i>Residents who require Airborne Precautions should be placed in an airborne infection isolation room. This is also referred to as a “negative pressure room”. If this is not available they should be transferred to a facility where an airborne infection isolation room is available. While waiting for transfer the resident must be placed in a single room with the door and windows closed at all times.</i></p> <p><i>Once the resident has been transferred, the door to the room must remain closed until there have been sufficient air exchanges to remove airborne contaminants. Your Infection Control Professional will let you know when the door may be opened.</i></p>
	<p>Which Additional Precautions sign would be appropriate in this scenario?</p> <p>Where do you need to put the sign?</p>	<p><i>An Airborne Precautions sign must be placed on the door to the airborne infection isolation room.</i></p>
	<p>Do you need to wear PPE to enter the room or the bed space?</p> <p>What PPE do you need?</p> <p>Where should the PPE station be located?</p> <p>Where should you dispose of contaminated PPE?</p>	<p><i>For residents with confirmed or suspected tuberculosis, health care providers must wear a fit-tested, seal-checked N95 respirator to enter the room.</i></p> <p><i>PPE should be outside the room or in the ante-room.</i></p> <p><i>The location of the PPE waste receptacles depends on the design and policies of your facility.</i></p>
	<p>Is special cleaning required?</p>	<p><i>Routine environmental cleaning practices should be followed.</i></p> <p><i>Once the resident has been transferred the door to the room must remain closed until there have been sufficient air exchanges to remove airborne contaminants. Your Infection Control Professional</i></p>

Image	Question	Scenario
		<i>will let you know when the door may be opened.</i>
	<p>What do you need to do with equipment used when providing care for Mr. Speck?</p>	<p><i>Follow Routine Practices for use and cleaning of shared medical equipment.</i></p>
	<p>With whom do you need to communicate about Mr. Speck's status?</p>	<p><i>It is important that you tell the resident and his/her family why Airborne Precautions are in place. Also ensure that other departments, facilities or transport service providers are aware of the need for Airborne Precautions.</i></p>
	<p>What action(s) do you need to take before, during and after transport?</p>	<p><i>Residents on Airborne Precautions should remain in their room and transportation should be limited to only those procedures that are medically necessary.</i></p> <p><i>If the resident needs to be transported then they must wear a surgical mask during the transport and staff transporting them must wear an N95 respirator during the transport.</i></p>
	<p>Can Mr. Speck have visitors?</p>	<p><i>Discourage visitors. Counsel visitors about the risks of visiting. Visitors in the hospital will be provided with an N95 respirator with good fit characteristics and should be given instruction on how to perform a seal check.</i></p>

Activity 5: *Story, Not Sorry*

Objectives

To apply the categories and elements of Additional Precautions

Materials/props

- Worksheet containing the scenario and questions for discussion

Preparation

- Prepare hard copies of the scenarios.
- Print out the suggested feedback.

Details

- Arrange participants to work in groups (group size can vary depending on the number of participants in the training session).
- Give each group or each member a hard copy of the scenarios.
- Assign a time for the discussion.
- Select groups to present the results of their discussion.
- Provide feedback.

Activity 5: Story, Not Sorry - Case 1 Mr. Downpour

Items	Questions and details
Scenario – Part One	Mr. Downpour shares a two-bed room with Mr. Shower. You notice that Mr. Downpour develops a cough, sore throat and shortness of breath.
Question	What is the first thing you need to do?
Scenario – Part Two	Mr. Downpour’s laboratory report shows that he has influenza.
Questions	What category of Additional Precaution is required? Explain the reason. What arrangements should be made if Mr. Downpour needs to go to the hospital? What personal protective equipment PPE should the paramedics wear?

Activity 5: Story, Not Sorry - Case 1 Feedback

Feedback Case 1, Part One

Mr. Downpour has signs and symptoms of seasonal influenza. The first thing to do is to pull the curtain between Mr. Downpour and his roommate. Once precautions have been started, a nasopharyngeal swab should be obtained and sent to the laboratory to identify the cause of Mr. Downpour’s infection.

Feedback Case 1, Part Two

Seasonal influenza requires both Droplet and Contact Precautions. The influenza virus is spread by respiratory droplets and contact with contaminated surfaces.

If Mr. Downpour needs to go to hospital, the following actions should be taken:

- Call the Patient Transfer Authorization Centre to arrange the transfer.
- Ask Mr. Downpour to remain in his room until he is transported to hospital.

The paramedics should wear eye protection and a mask. If providing direct care, they should wear a gown and gloves to transport Mr. Downpour.

Activity 5: Story, Not Sorry - Case 2 Ms. Trot

Item	Questions and details
Scenario	Ms. Trot lives in a two-bed room with Mrs. Runner. She has been vomiting and has uncontrolled diarrhea. The stool specimen report from the laboratory shows that she has norovirus.
Questions	<p>What category of Additional Precautions is needed for Ms. Trot? Explain the reason.</p> <p>Which of the following activities would be appropriate? Explain why.</p> <ul style="list-style-type: none">• Eating meals in the dining room• Participating in group activities• Walking in the hallway• Using the public washroom• Being bathed in the tub room on the unit <p>What personal protective equipment (PPE) is required to clean up Ms. Trot's soiled bed space and washroom?</p> <p>What areas in Ms. Trot's room require daily cleaning?</p>

Activity 5: Story, Not Sorry - Case 2 Feedback

Norovirus requires Contact Precautions. It is spread by contact with feces and emesis as well as contact with contaminated surfaces.

Activities:

- Ms. Trot should not eat meals in the dining room because she is still incontinent of diarrhea. This increases the risk of the infection being transmitted to other residents.
- Ms. Trot should not participate in group activities while she is symptomatic with diarrhea and vomiting and is soiling the environment because she is at risk of spreading norovirus.
- Ms. Trot may walk in the hallway with supervision as long as she cleans her hands when she leaves her bed space and does not come into contact with other residents.
- Ms. Trot should not use the public washroom. She should have dedicated toileting facilities.

- Ms. Trot can be bathed in the tub room on the unit as long as it is cleaned and disinfected immediately after she is done.

You will need a gown and gloves when you clean up the soiled bed space and washroom.

The high touch surfaces that need to be cleaned daily include:

- Bedside table
- Bed railing
- Phone
- Call bell
- Over-the-bed table
- Door knob

Activity 5: Story, Not Sorry - Case 3 Mr. Flag

Item	Questions and details
Scenario	<p>Mr. Flag has been transferred back to his room from a recent admission in the local hospital. He has shared his room with two other residents for several years. The discharge summary from the hospital states that Mr. Flag screened positive for methicillin-resistant <i>Staphylococcus aureus</i> (MRSA) on admission from your facility. Previously this was not known.</p>
Questions	<p>What category of Additional Precautions is needed for Mr. Flag? Explain the reason.</p> <p>Does Mr. Flag need to be moved to a single room? Does Mr. Flag's roommate need to be moved? Does Mr. Flag need to be transferred back to the hospital for management of his MRSA? Discuss.</p> <p>Mr. Flag is scheduled to participate in a group activity in the dining room. What is needed for each of these individuals/groups: Mr. Flag, Recreation Therapist, Personal Support Worker, other residents</p>

Activity 5: Story, Not Sorry – Case 3 Feedback

Mr. Flag requires Contact Precautions. MRSA is spread through contact transmission.

Mr. Flag does not need to be moved to a single room. He was positive for MRSA on admission to the hospital so this is not a new diagnosis. Mr. Flag's roommates should not be moved to another room. The roommates should be screened for MRSA and given health teaching on hand hygiene and not sharing personal items. Mr. Flag does not need to be transferred back to the hospital for management of his MRSA. He does not have an infection and this was present when he was previously in the home.

Activity 5: Story, Not Sorry - Case 4 Mr. Cloud

Item	Details
Scenario	You just received a call from the local Public Health Department. Mr. Cloud has tuberculosis! He needs to be transported to the hospital!
Question	Discuss and describe all appropriate actions and procedures to transport Mr. Cloud to the hospital.

Activity 5: Story, Not Sorry - Case 4 Feedback

The procedures are as follows:

1. Call the Patient Transfer Authorization Centre
2. Clean your hands
3. Put on an N95 respirator
4. Push the stretcher into the room
5. Put a mask on Mr. Cloud
6. Assist Mr. Cloud onto the stretcher
7. Move Mr. Cloud out of the room
8. Clean your hands
9. Ensure the door remains closed until sufficient air exchanges have occurred

Activity 6: *Cross the Line*

Objective

To consolidate and reinforce the categorization and the elements of Additional Precautions and Routine Practices

(This is an advanced activity.)

Materials/props

- Masking tape
- 4 pictures of 4 different residents (or 4 ginger bread men) each in bed
- pictures of a wash room with toilet and sink
- 2 pictures of a commode
- Sample scenario sheet from previous Activities 1 through 5

Preparation

- Place masking tape on the floor to map out two, two-bed adjacent rooms each with a doorway to the hall and a washroom.
- Use masking tape to map out the curtain in between the beds.
- Put a picture of a resident or gingerbread man in each resident bed space.
- Put a picture of a toilet and sink in each wash room.
- Put a picture of a commode outside each room.
- Refer to the photograph on the next page as an example of the set up.

Details

- Set up the training venue for the activity.

- Ask the participants to stand around the taped boundary and study the scene.
- Use sample scenarios from previous activities that have two-bed rooms in the scenario, specifically Activity 4, Scenario 1 and 2, or Activity 5, Case 1 and 2.
- Ask leading questions and provide feedback.

Notes to trainers/facilitators

- This can be a large group activity.
- Ahead of time, you could give participants scenarios to read or roles to play.
- It will work with an odd or even number of participants.
- The time allocated for the discussion can be adjusted based on the length of the training session.
- Trainers/facilitators who use this activity must be competent and familiar with Routine Practices and Additional Precautions as well as hand hygiene according to the Just Clean Your Hands Program. It is recommended that trainers/facilitators complete the IPAC Core Competencies Routine Practices and Additional Precautions Course materials prior to conducting training and are prepared for a variety of discussion topics.
- The participants' responses will vary and trainers/facilitators must be flexible in directing the discussion and feedback.
- Consider asking questions about Routine Practices and the four moments for hand hygiene.
- This is also an opportunity to use case examples that have occurred in your facility. Use the exercise

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to discuss how you would assign categories of additional precautions and apply the elements of routine practices and additional precautions in those case examples.

Photograph showing a suggested room layout:

