



# INFECTION PREVENTION & CONTROL

**SHORT TRAINING SESSIONS FOR PRIMARY CARE FACILITIES:**

*Facilitator's Guide*



LONDON SCHOOL OF HYGIENE & TROPICAL MEDICINE



# Foreword

Healthcare-associated infections are a significant public health problem in Zimbabwe and globally and they are the most frequent adverse event in healthcare delivery worldwide. Hundreds of millions of patients each year are affected by healthcare-associated infections worldwide, leading to significant mortality and financial losses for health systems. Healthcare-associated infections pose a burden to patients, their families, healthcare workers and health systems alike. Outbreaks of healthcare-associated infections often have severe consequences in health facilities and, spill over of these infections to communities, especially in outbreak situations, has been reported. This has been highlighted by the SARS-CoV-2 pandemic. Fortunately, many healthcare-associated infections are preventable if effective infection prevention and control procedures are implemented and adhered to. Infection prevention and control is therefore an integral component of patient safety.

It is essential that all individuals involved in health care delivery adopt a positive attitude and play an active role in ensuring infection prevention and control standards and practices become embedded in our healthcare system such that any non-compliance with established standards is automatically identified and rectified. Infection prevention and control programmes should be multidisciplinary and supported by management. Effective implementation requires all health care workers to work together.

Teaching and training remain at the core of making infection prevention and control programmes a success. However, infection prevention and control teaching and training should not be a one-off activity, but a routine component of healthcare delivery. With this in mind, this infection prevention and control manual was developed to provide interactive and engaging sessions for all staff. The infection prevention and control manual outlines 8 short practical teaching and training sessions, which can be delivered by the infection prevention and control focal persons or the nurse in charge of any health facility, particularly at primary care level. The manual is a living document with the plan to add additional teaching and training sessions in the future. Therefore, we encourage you all to provide feedback on any potential improvements and additions.

**Permanent Secretary for Child and Healthcare**

# Acknowledgements

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# Introduction

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Primary care facilities provide the first port of call for communities seeking basic clinical care and public health services. With the core of their business being preventative care, infection prevention and control (IPC) should be an integral part of primary care services. All categories of primary care health workers should be equipped with the basic knowledge of IPC principles and practices. IPC training in the past focused on higher-level care facilities, leaving a huge gap in primary care facilities.

Regular training in IPC is necessary to keep healthcare workers up to date on new guidelines, equipment, procedures and disease trends. Most importantly, it addresses concerns, fears, stigmas and misconceptions regarding transmission or prevention of specific infections, including healthcare associated infections.

These short IPC training sessions are meant to be delivered at the facility during the lunch break hour. This minimizes disruptions to work processes, allows participants to learn by directly analyzing their own setup and practices and encourages teamwork when establishing strategies for the improvement of IPC implementation. It is up to the facility to decide how the sessions are to be scheduled over time, however, to ensure participant focus and session momentum, it is advisable to schedule weekly sessions on a specified day. The sessions are to be repeated until staff training is complete.

There are shared responsibilities in all aspects of IPC among the different categories of healthcare workers. Whether involved directly or indirectly with patient care activities, healthcare workers have a responsibility to adopt IPC practices in their work. Therefore, the training sessions target all healthcare workers at primary care facilities operating in all departments and levels of leadership.

The training should be delivered by IPC focal persons who have received basic IPC training themselves. Where possible, they should be assisted by IPC link persons in conducting the training sessions.

## Goal of the Short IPC Training Sessions

The goal of these training sessions is to ensure the safe delivery of primary healthcare services, by equipping the healthcare workers with basic knowledge and skills in infection, prevention and control. The specific focus of the training is the application of standard and transmission-based precautions at primary care facilities.

### Conducting IPC training session

While PowerPoint presentations have been developed for the training sessions, in settings whereby there are no projectors, computers or electricity, the slides can be converted into crib sheets by the facilitator. This will ensure that all key presentation points are easily followed by participants. The sessions should be delivered in a blame free environment to encourage active participation and to allow participants to express themselves freely, in order to correct any misguided myths and improve practices.

Practical demonstrations and walk-through activities may be used for some sessions, in order to increase understanding and bring about desired results. Each session has a list of suggested training material, which will give guidance to the facility management on how and where to invest IPC resources for the facility. Note – in all sessions the charts with the elements of standard and transmission based precautions (see Appendices B and C) should be displayed.

### Facilitator introduction

If the facilitator is a staff member or is well known by his/her colleagues at the facility, there may be no need for them to introduce themselves. At the inaugural session however, it is important to outline the purpose of the training sessions, their duration and to highlight the importance of undergoing training. As an incentive for those who complete all the sessions, facilities may award certificates of participation.

At the beginning of each session, the expectations of the participants should be noted, and the facilitator should determine whether they are within the scope of what will be covered. If so, the facilitator should, as best possible, take into consideration these expectations during the training session. Participants may also introduce themselves if deemed necessary.

The facilitator should thoroughly prepare for all sessions and ensure that all relevant resources are gathered together and are at the presentation venue well before the sessions are due to begin.



### **Average size of group**

This is mainly determined by the size of the venue, which should accommodate all participants without overcrowding, and have additional space for practical demonstrations. As these sessions will be conducted over the lunch break hour, it is important that there are representatives from all departments (at varying levels of employment). It is also important to have members of staff on standby in the clinical areas, in case of emergency cases that may present at the facility during the training session.

### **Attendance registers and session evaluation**

For each session, participants must fill in a register (see sample attendance register in Appendix A) and this must be kept on file and used to track those who complete all sessions. Participants should be given the opportunity to evaluate each session at the end. The feedback from participants should be considered for improving subsequent training sessions and more importantly, for improving the IPC program at the facility. The session feedback can be done on the sticky notes which must be collected at the end of each session.

Finally, monitoring of IPC practices and carrying out audits of IPC resources and infrastructure should be scheduled, in order for the impact of these training sessions to be fully realized. This also provides an opportunity to reinforce practices and address any challenges.

## Session 1: Basic Infection Prevention and Control Principles



### Time:

1 hour



### Learning Objectives

At the end of this session, participants will be able to describe the two levels of IPC measures used in health care.



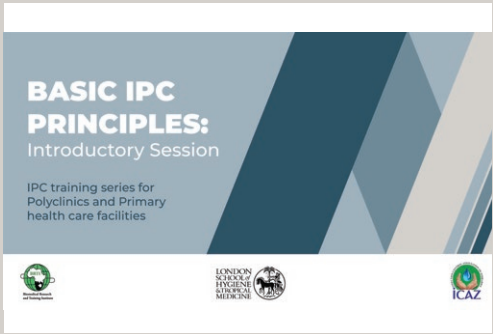

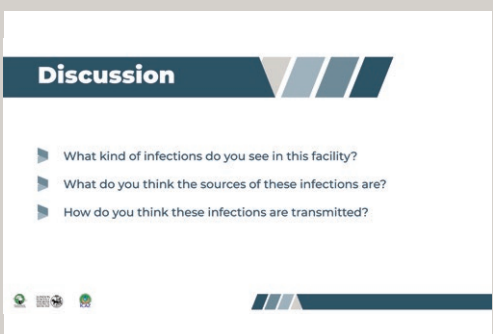
### Session Overview

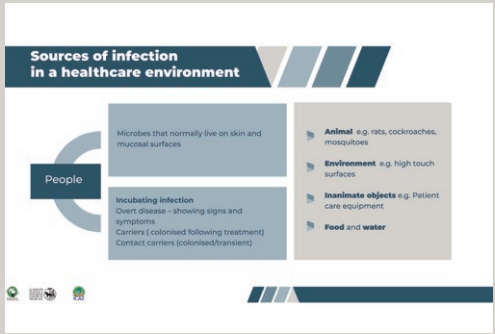
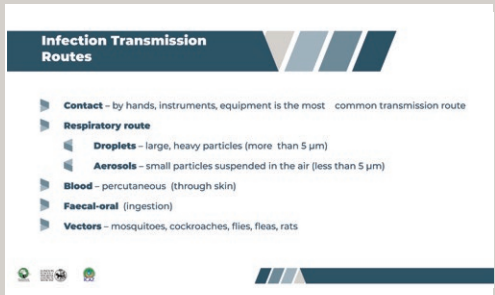

This session is the first in a series of 10 short (one hour) sessions, aimed at improving infection prevention and control (IPC) practices amongst all healthcare workers from all levels. IPC is the responsibility of every healthcare worker, whether involved directly or indirectly with patient care activities. Therefore, every healthcare worker should have a clear understanding of their role in preventing the spread of infection. The purpose of this introductory session is to make participants aware of the risks associated with the transmission of infections associated with their work activities. It also provides a general overview of measures to control or prevent the transmission of pathogens for the healthcare worker's benefit, that of their patients and the community at large.

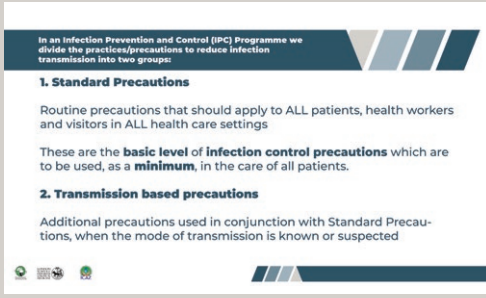

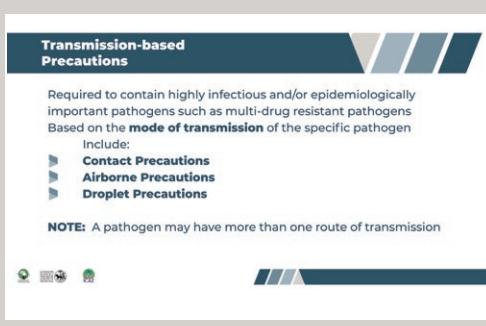


### Resources Needed

- Flash cards and a poster with a frame (for standard precautions)
- Standard precautions poster (see Appendix B)
- Isolation precaution signage posters (contact, droplet, airborne) (see Appendix C)
- Crib/cheat sheets
- Flip chart and markers
- Sticky notes

|         | Slides / Crib sheets / Laminated poster slides                                      | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*   | Resources required   |
|---------|---|--------|--|--|
| Slide 1 |    | 2 mins | <ul style="list-style-type: none"> <li>- Greet participants and introduce yourself</li> <li>- Ask participants to introduce themselves (job title and department)</li> <li>- Write down the participants' departments (to use in discussions/ to refer to practices or procedures related to those departments)</li> <li>- Read the topic for the day and give background as stated in the session overview</li> </ul>   | <ul style="list-style-type: none"> <li>-Flip chart</li> <li>-Markers</li> </ul>                        |
| Slide 2 |   | 1 min  | <ul style="list-style-type: none"> <li>- Outline the session objective (s)</li> </ul>  |  |
| Slide 3 |  | 5 mins | <ul style="list-style-type: none"> <li>- Go through the discussion questions as per the slide</li> <li>- Find out participants' thoughts on infection risks in their line of work</li> <li>- Ask participants if they consider themselves as having a role in some of the infections that they witness</li> <li>- Ask participants to write their responses on the sticky notes provided and discuss</li> <li>- Give examples of healthcare-associated infection (HAIs) relevant to their settings (e.g. injection abscesses following vaccination and neonatal sepsis)</li> </ul> | <ul style="list-style-type: none"> <li>-Sticky notes</li> <li>-Flip chart</li> <li>-Markers</li> </ul> |

|         | Slides / Crib sheets / Laminated poster slides                                      | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*  | Resources required  |
|---------|---|--------|---|---|
| Slide 4 |    | 7 mins | <ul style="list-style-type: none"> <li>- Ask participants to list possible sources of infections in their facility</li> <li>- Explain that the main sources of infection in health care settings are people</li> <li>- Highlight the different categorizations of people as potential sources of infection and how they pose an infection transmission risk</li> <li>- Explain the above, with examples of infections that they are familiar with (e.g. COVID-19, TB, pneumonia, typhoid and cholera)</li> <li>- Highlight other sources of infection that may be found in a healthcare setting and list examples/ask participants to offer examples</li> <li>- Highlight the role of these other sources in the transmission of infection and mention how infection is primarily determined by how people interact with the sources</li> </ul> | <ul style="list-style-type: none"> <li>-Flip chart</li> <li>-Markers</li> </ul> |
| Slide 5 |   | 5 mins | <ul style="list-style-type: none"> <li>- Ask participants to write ways in which infection transmission can occur in a healthcare setting</li> <li>- Referencing their responses, explain the different ways that transmission commonly occurs in healthcare settings with examples</li> </ul>  | <ul style="list-style-type: none"> <li>-Sticky notes</li> </ul>                 |
| Slide 6 |  | 3 mins | <ul style="list-style-type: none"> <li>- Ask participants for ways to prevent /minimize the risk of infection transmission, in view of the routes of transmission described</li> <li>- Ask participants to name one or two interventions they know on the sticky notes</li> <li>- Collect sticky notes and discuss</li> </ul>   | <ul style="list-style-type: none"> <li>-Sticky notes</li> </ul>                 |

|         | Slides / Crib sheets / Laminated poster slides                                      | Time    | Content / Notes: Descriptions and suggestions for the trainer to consider*   | Resources required  |
|---------|---|---------|--|---|
| Slide 7 |    | 2 mins  | <ul style="list-style-type: none"> <li>- Introduce participants to the two levels of IPC measures that should be implemented in all healthcare settings</li> <li>- Emphasize when, where and for whom these measures apply</li> </ul>  |   |
| Slide 8 |   | 15 mins | <ul style="list-style-type: none"> <li>- Display the poster with the blank framework of the standard precaution elements</li> <li>- Explain the set of eleven interventions to stop the transmission of infections (standard precautions)</li> <li>- Ask participants to identify these interventions from the flash cards</li> <li>- Select flash cards one-at-a-time/ ask participants to do so, and stick these on the frame</li> <li>- Briefly explain the intervention they select and further explain any aspect that may not be clear</li> <li>- Inform participants that upcoming sessions will cover each of the elements of standard precautions in more detail</li> </ul> | <ul style="list-style-type: none"> <li>-Flash cards</li> <li>-Poster with frame for standard precautions</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>-Flip chart</li> <li>-Markers</li> </ul> |
| Slide 9 |  | 3 mins  | <ul style="list-style-type: none"> <li>- Remind the participants of the transmission-based precautions</li> <li>- Give examples of infections for each mode of transmission e.g.: (contact – diarrhoea or other GIT infection, ring worm; droplet – COVID-19, meningococcal meningitis; airborne – TB, chickenpox, measles)</li> <li>- Point out that some pathogens may have more than one route of transmission e.g. SARS-CoV-2</li> </ul>   |   |

|          | Slides / Crib sheets / Laminated poster slides  | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*  | Resources required   |
|----------|---|--------|---|--|
| Slide 10 | <p>Transmission-based Precautions...</p> <p>The slide displays three posters for Contact, Droplet, and Airborne Precautions. Each poster features a 'STOP' sign and lists key measures such as hand hygiene, PPE, and environmental cleaning.</p>   | 7 mins | <ul style="list-style-type: none"> <li>- Ask participants to list the IPC measures to be implemented for each transmission-based precaution</li> <li>- Discuss their importance/significance</li> </ul>   | -Isolation precaution signage posters (contact, droplet, airborne) |
| Slide 11 | <p>Summary</p> <p>There are two levels of IPC measures</p> <ul style="list-style-type: none"> <li>▶ Standard precautions are the basic IPC measures that should be implemented during all health care activities by all health care workers for all patients regardless of their infectious status</li> <li>▶ Implement transmission based precautions in addition to standard precautions based on the mode of transmission of the infectious disease</li> </ul> | 5 mins | <ul style="list-style-type: none"> <li>- Summarize the session, highlighting the basic IPC measures that were covered during the session</li> <li>- Ask participants if they have any unanswered questions/comments</li> <li>- Ask participants to evaluate the session and make any recommendations for improvement (including suggestions of topics that they would like to receive training on)</li> </ul> | -Sticky notes  |
| Slide 12 | <p>THANK YOU</p> <p>Logos for the London School of Hygiene &amp; Tropical Medicine and ICAZ are visible at the bottom.</p>  | 1 min  | <ul style="list-style-type: none"> <li>- Thank the participants and acknowledge any support given for the session/series</li> <li>- Thank the facility management for allowing this activity to be carried at the facility</li> </ul>   |  |

# Session 2: Hand Hygiene



## Time:

1 hour

## Learning Objectives



At the end of this session, participants will be able to demonstrate how to perform hand hygiene and describe the five moments for hand hygiene.

## Session Overview






Hand hygiene has been identified as a critical element of standard precautions. Where healthcare workers have complied with the 5 moments of hand hygiene, healthcare-associated infections (HAIs) have been shown to decrease significantly. The COVID-19 pandemic made hand hygiene an IPC measure that must be practiced meticulously to limit the spread of the virus. Although resources to support hand hygiene have been availed in all health facilities, these need to translate into improved hand hygiene practices. This session will cover the 5 moments of hand hygiene, the importance of following the correct technique and how to perform it effectively. The session will also include information on how to improve and sustain high-level hand hygiene compliance at the facility.

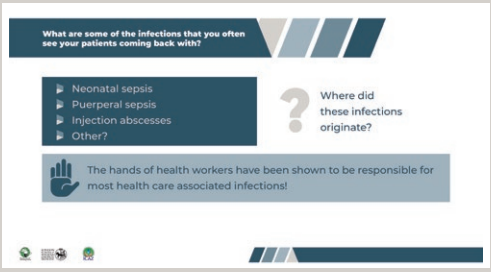
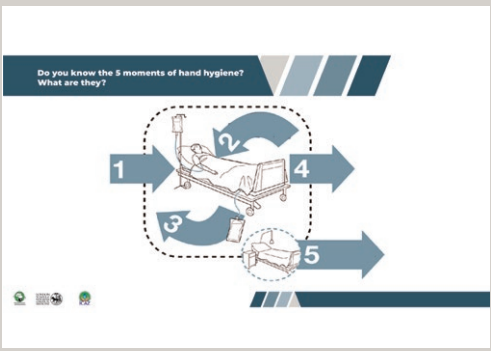
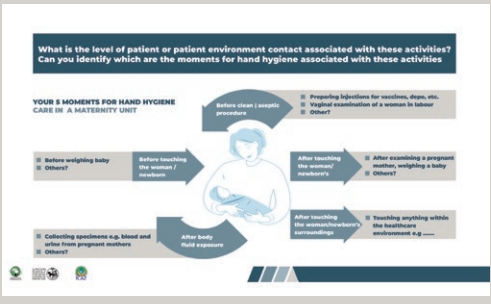


## Resources Needed

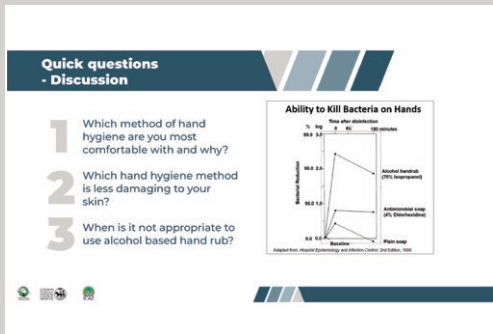

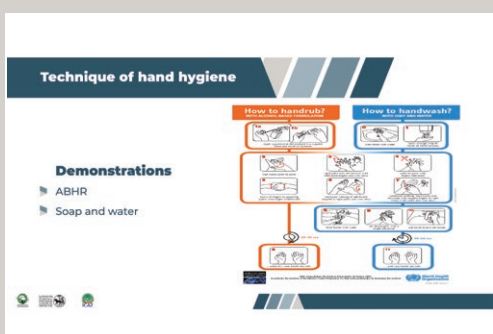
- Flash cards and a poster with a frame (for WHO 5 moments of hand hygiene)
- Hand hygiene technique poster (see Appendix D)
- Five moments of hand hygiene poster (see Appendix E)
- Alcohol-based hand rub (ABHR)
- Veronica bucket with clean water, soap, paper towel and a waste bin
- Crib/cheat sheets
- Flip chart and markers
- Sticky notes

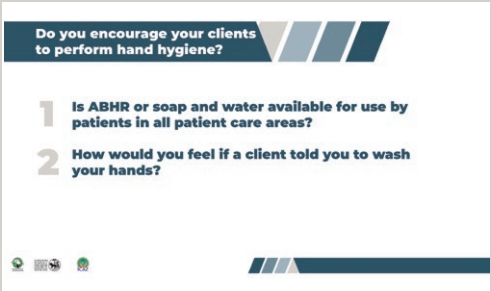

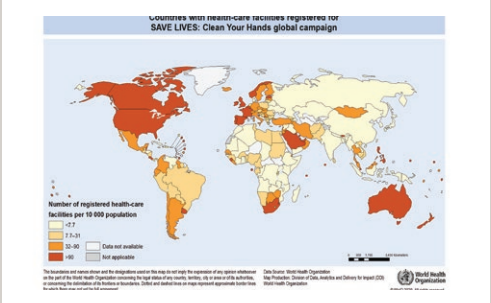
|         | Slides / Crib sheets / Laminated poster slides                                      | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*   | Resources required  |
|---------|---|--------|--|---|
| Slide 1 |    | 2 mins | <ul style="list-style-type: none"> <li>- Greet participants and introduce yourself</li> <li>- Ask participants to introduce themselves (job title and department)</li> <li>- Ask participants to state their expectations of the session</li> <li>- Introduce the session topic</li> </ul> |   |
| Slide 2 |   | 1 min  | <ul style="list-style-type: none"> <li>- Outline the session objective (s)</li> </ul>  |   |
| Slide 3 |  | 3 mins | <ul style="list-style-type: none"> <li>- Ask participants to name the services offered</li> <li>- Give examples of services that require patient contact</li> </ul>  | <ul style="list-style-type: none"> <li>-Flip chart</li> <li>-Markers</li> </ul> |

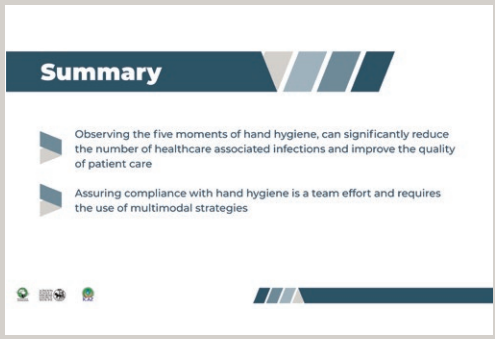



|         | Slides / Crib sheets / Laminated poster slides                                      | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*  | Resources required   |
|---------|---|--------|---|--|
| Slide 4 |    | 3 mins | <ul style="list-style-type: none"> <li>- Ask participants to list common infections managed at the facility</li> <li>- Refer to your crib sheet and name any unmentioned infections</li> <li>- Ask participants where these infections may originate. (Most will say, from the community/the patients)</li> <li>- Inform the participants that the hands of health workers are responsible for most infections that originate in the healthcare facility</li> </ul>   | <ul style="list-style-type: none"> <li>-Flip chart</li> <li>-Markers</li> </ul>  |
| Slide 5 |   | 5 mins | <ul style="list-style-type: none"> <li>- Ask participants if they have heard of the 5 moments of hand hygiene. If so, ask for a brief explanation</li> <li>- Show participants the blank poster for the five moments of hand hygiene and explain the 5 moments in relation to the patient and the patient care zone</li> <li>- Explain that the 5 moments do not only apply to patients who have been admitted, but also those who are mobile (e.g. those seeking antenatal care or BP checks)</li> <li>- Ask participants to name/identify each moment and explain why hand hygiene must be observed at each of those moments, while filling in the blank spaces on the chart</li> </ul> | <ul style="list-style-type: none"> <li>-Flash cards</li> <li>-Poster with a frame (for WHO 5 moments of hand hygiene)</li> </ul> |
| Slide 6 |  | 7 mins | <ul style="list-style-type: none"> <li>- Ask participants to draw parallels between the 5 moments and activities/procedures that they perform on the patient/around the patient care zone whilst going about their day-to-day activities</li> <li>- Ask participants to provide examples that coincide with the activity/procedure</li> </ul>   |  |

|         | Slides / Crib sheets / Laminated poster slides | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*  | Resources required   |
|---------|--|--------|---|--|
| Slide 7 |  | 3 mins | <ul style="list-style-type: none"> <li>- Ask participants to rate their hand hygiene compliance on sticky notes (encourage them to be honest!)</li> <li>- Discuss the results</li> <li>- Reiterate that healthcare workers' hands are responsible for most HAIs. Therefore, they need to be conscious of the 5 moments while working</li> </ul> | <ul style="list-style-type: none"> <li>-Sticky notes</li> <li>-Flip chart</li> <li>-Markers</li> </ul> |
| Slide 8 |  | 5 mins | <ul style="list-style-type: none"> <li>- Pose the question</li> <li>- Ask participants to select the (most accurate) reason that explains why they may not perform hand hygiene even when it is required</li> <li>- Discuss the various choices and possible solutions in dealing with challenges</li> </ul>                                    | <ul style="list-style-type: none"> <li>-Sticky notes</li> <li>-Flip chart</li> <li>-Markers</li> </ul> |
| Slide 9 |  |        | <ul style="list-style-type: none"> <li>- Refer to the previous slide</li> </ul>   |  |

|          | Slides / Crib sheets / Laminated poster slides                                      | Time    | Content / Notes: Descriptions and suggestions for the trainer to consider*   | Resources required   |
|----------|---|---------|--|--|
| Slide 10 |    | 5 mins  | <ul style="list-style-type: none"> <li>- Ask participants to respond to the questions on their sticky notes (to assess their understanding of hand hygiene methods)</li> <li>- Discuss the responses</li> <li>- Explain that alcohol-based hand rub (ABHR) is the preferred hand hygiene product</li> <li>- Describe the advantages of ABHR and state when it should not be used</li> </ul>  | -Sticky notes  |
| Slide 11 |   | 3 mins  | <ul style="list-style-type: none"> <li>- Discuss the key issues for each method of hand hygiene (e.g. accessibility and quality of products)</li> <li>- Describe an ideal hand washing station</li> <li>- (This section can be carried out at the same time as the following slide/activity)</li> </ul>  |  |
| Slide 12 |  | 10 mins | <ul style="list-style-type: none"> <li>- Demonstrate the various hand hygiene techniques (this may be moved to the end)</li> <li>- Ask a participant to demonstrate how they would perform hand hygiene with ABHR and then another, with soap and water</li> <li>- Review the demonstrations with the participants</li> <li>- Demonstrate the correct technique with everyone following, then request a participant to repeat the demonstration</li> </ul> | <ul style="list-style-type: none"> <li>-Hand hygiene technique posters</li> <li>-ABHR</li> <li>-Veronica bucket</li> <li>-Soap and water</li> <li>-Paper towels</li> <li>-Waste bin</li> </ul> |

|          | Slides / Crib sheets / Laminated poster slides                                      | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*   | Resources required   |
|----------|---|--------|--|--|
| Slide 13 |    | 2 mins | <ul style="list-style-type: none"> <li>- Discuss the patients' involvement in hand hygiene at the facility</li> <li>- Discuss the importance of engaging clients in their hand hygiene programme</li> </ul>  |  |
| Slide 14 |    | 5 mins | <ul style="list-style-type: none"> <li>- Ask participants how hand hygiene compliance may be improved at this facility</li> <li>- Highlight different approaches that have been proven effective in improving hand hygiene practices</li> </ul>  | <ul style="list-style-type: none"> <li>- Flip chart</li> <li>-Markers</li> </ul> |
| Slide 15 |  | 2 mins | <ul style="list-style-type: none"> <li>- Outline the global hand hygiene campaign</li> <li>- Encourage the facility to register their commitment to improving hand hygiene compliance on the WHO website (if they have not already done so)</li> <li>- Emphasize the importance of “living out” this commitment</li> </ul> |  |

|          | Slides / Crib sheets / Laminated poster slides                                     | Time  | Content / Notes: Descriptions and suggestions for the trainer to consider*  | Resources required |
|----------|--|-------|---|--------------------|
| Slide 16 |   | 1 min | <ul style="list-style-type: none"> <li>- Emphasize the importance of hand hygiene compliance</li> <li>- Emphasize the importance of team effort in ensuring a successful hand hygiene programme</li> </ul>                            |                    |
| Slide 17 |  | 1 min | <ul style="list-style-type: none"> <li>- Thank the participants and acknowledge any support given for the session/series</li> <li>- Thank the facility management for allowing this activity to be carried at the facility</li> </ul> |                    |

## Session 3: Personal Protective Equipment (PPE)



### Time:

1 hour



### Learning Objectives

At the end of this session, participants will be able to describe the principles of rational use of PPE.



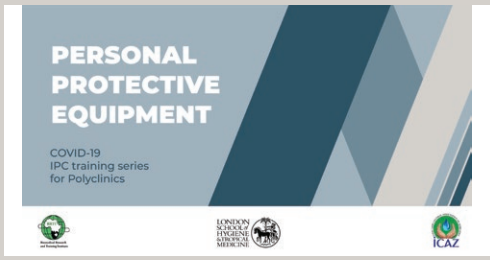
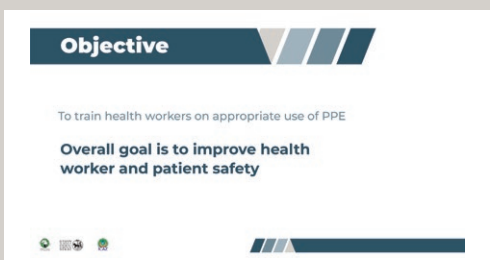
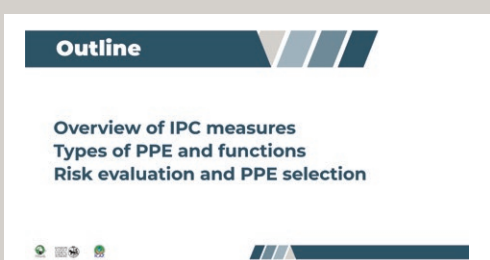

### Session Overview

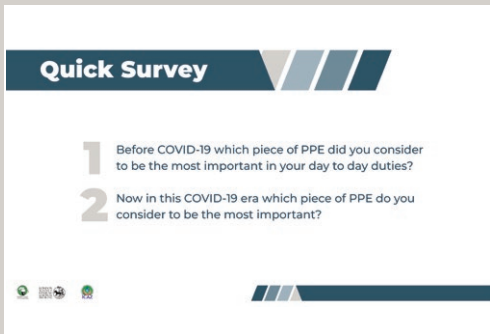
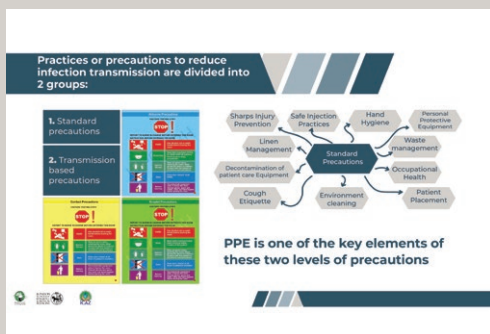

Personal protective equipment (PPE) is an essential element of standard precautions. PPE is meant to protect healthcare workers from infection, injury and other occupational hazards that they may encounter. It is imperative that PPE be used in a manner that does not place oneself, and one's patients and colleagues at risk of acquiring infection. However, PPE should not restrict the wearer from performing their duties safely. Healthcare workers should be aware of the different types of PPE and the circumstances that require their use. In this session, different PPE types will be discussed. While proper donning and doffing of PPE is very important, this session only contains demonstrations of donning and doffing of select PPE items, not the sequence of donning and doffing the complete set of COVID-19 PPE.



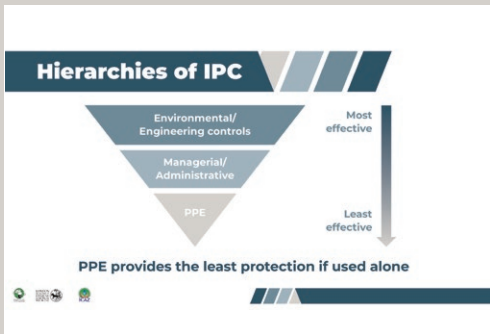
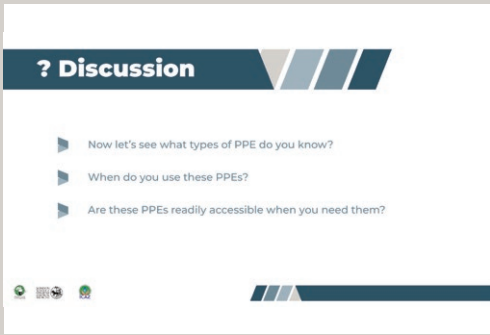
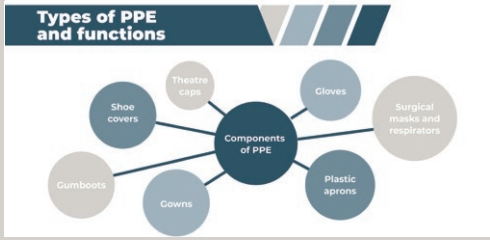
### Resources Needed

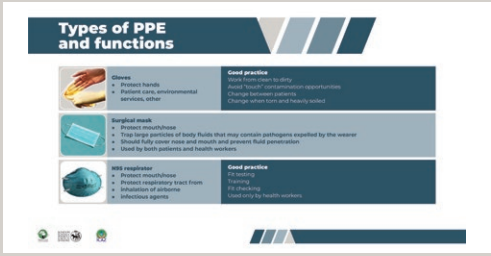
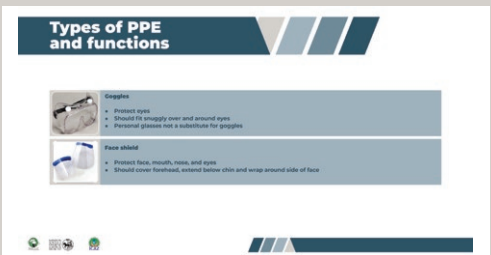
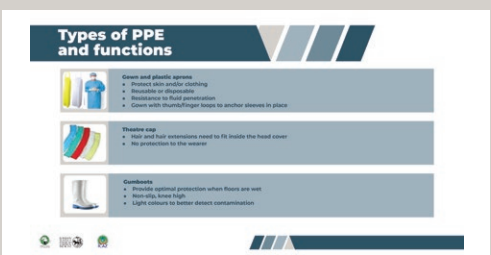
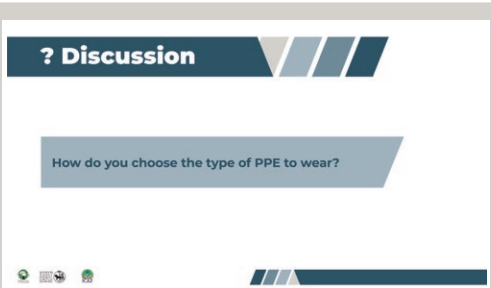
- Different types of PPE (e.g. surgical masks, N95 respirators, gowns, gloves, plastic aprons, gumboots/safety shoes, head covers, goggles and face shields)
- Rational use of PPE poster (see Appendix F)
- Flip chart and markers
- Sticky notes

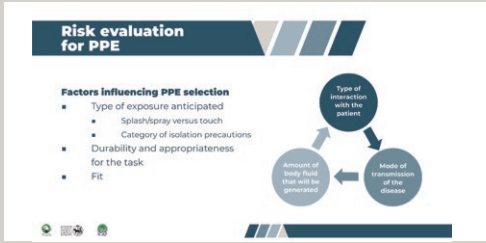
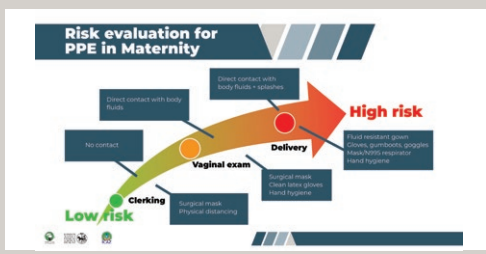
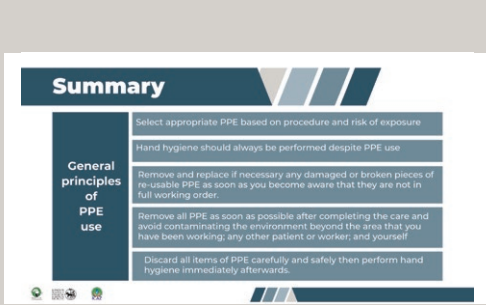

|         | Slides / Crib sheets / Laminated poster slides                                      | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*  | Resources required      |
|---------|---|--------|---|-------------------------|
| Slide 1 |    | 3 mins | <ul style="list-style-type: none"> <li>- Greet participants and introduce yourself</li> <li>- Ask participants to introduce themselves (job title and department)</li> <li>- Introduce the session topic</li> </ul> | -Flip chart<br>-Markers |
| Slide 2 |    | 2 mins | <ul style="list-style-type: none"> <li>- Outline the session objective (s)</li> </ul>   |                         |
| Slide 3 |   | 1 min  | <ul style="list-style-type: none"> <li>- Describe the outline of the session</li> </ul>   |                         |
| Slide 4 |  | 1 min  | <ul style="list-style-type: none"> <li>- Define personal protective clothing (PPE)</li> </ul>   |                         |

|         | Slides / Crib sheets / Laminated poster slides  | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*  | Resources required |
|---------|---|--------|---|--------------------|
| Slide 5 |  <p><b>Quick Survey</b></p> <ol style="list-style-type: none"> <li>1 Before COVID-19 which piece of PPE did you consider to be the most important in your day to day duties?</li> <li>2 Now in this COVID-19 era which piece of PPE do you consider to be the most important?</li> </ol> | 3 mins | <ul style="list-style-type: none"> <li>- Ask participants to reflect on the era before COVID-19 and state the PPE item that they used the most</li> <li>- Ask participants to write down the PPE item they mostly use now, during the COVID-19 pandemic</li> <li>- Discuss the answers</li> </ul> | -Sticky notes      |
| Slide 6 |  <p>Practices or precautions to reduce infection transmission are divided into 2 groups:</p> <p>1. Standard precautions</p> <p>2. Transmission based precautions</p> <p>PPE is one of the key elements of these two levels of precautions</p>   | 2 mins | <ul style="list-style-type: none"> <li>- Remind participants that PPE is an important component of both standard and transmission based precautions</li> </ul>  |                    |
| Slide 7 |  <p><b>? Discussion</b></p> <p>3. What else besides PPE do you think should be in place or provided to enhance your protection?</p>  | 3 mins | <ul style="list-style-type: none"> <li>- Ask participants to write one thing they think should be in place / provided at the facility, for them to be fully protected against infections</li> <li>- Discuss the answers</li> </ul>  | -Sticky notes      |



|          | Slides / Crib sheets / Laminated poster slides                                      | Time    | Content / Notes: Descriptions and suggestions for the trainer to consider*  | Resources required  |
|----------|---|---------|---|---|
| Slide 8  |    | 3 mins  | <ul style="list-style-type: none"> <li>- Refer to the last slide and describe the hierarchies of control in IPC (these highlight that PPE is one of several measures to provide protection)</li> <li>- Explain the need to consider the use of PPE together with other measures to provide more effective protection (i.e. ensuring environmental and managerial controls are in place)</li> <li>- Give examples of environmental/engineering controls (e.g. ventilation, hand hygiene stations) and managerial / administrative controls (e.g. policies, SOPs, provision of resources, training)</li> </ul>  | <ul style="list-style-type: none"> <li>-Flip chart</li> <li>-Markers</li> </ul> |
| Slide 9  |   | 25 mins | <ul style="list-style-type: none"> <li>- (This activity should be carried out with reference to slides 10 to 13)</li> <li>- Ask participants to select a PPE item from the range available and state:             <ol style="list-style-type: none"> <li>1. The name</li> <li>2. When it should be used</li> <li>3. An example of when they have used the item at work</li> </ol> </li> <li>- Discuss answers and correct any misconceptions. Continue discussion until all PPE items have been selected and their appropriate use described</li> <li>- For PPE such as gloves, surgical masks and N95 respirators, allow the participants to demonstrate how they would put them on</li> </ul> | <ul style="list-style-type: none"> <li>-Available PPE items</li> </ul>          |
| Slide 10 |  |         | <ul style="list-style-type: none"> <li>- Refer to slide 9</li> </ul>  |   |

|          | Slides / Crib sheets / Laminated poster slides                                      | Time                 | Content / Notes: Descriptions and suggestions for the trainer to consider*   | Resources required   |
|----------|---|----------------------|--|----------------------|
| Slide 11 |    |                      | <ul style="list-style-type: none"> <li>- Refer to slide 9</li> </ul>   |                      |
| Slide 12 |    |                      | <ul style="list-style-type: none"> <li>- Refer to slide 9</li> </ul>   |                      |
| Slide 13 |   |                      | <ul style="list-style-type: none"> <li>- Refer to slide 9</li> </ul>   |                      |
| Slide 14 |  | <p><b>2 mins</b></p> | <ul style="list-style-type: none"> <li>- Following on from the previous activity, ask participants to write what they have learnt / understood about the appropriate selection of PPE</li> </ul> | <p>-Sticky notes</p> |

|          | Slides / Crib sheets / Laminated poster slides                                      | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*   | Resources required |
|----------|---|--------|--|--------------------|
| Slide 15 |    | 3 mins | <ul style="list-style-type: none"> <li>- Discuss responses to the previous question</li> <li>- Explain the principles that guide how PPE should be selected</li> </ul>   |                    |
| Slide 16 |    | 7 mins | <ul style="list-style-type: none"> <li>- With an example of the maternity setting, explain how PPE will be selected using the PPE selection principles</li> <li>- Discuss this in relation to the different healthcare workers who perform various procedures in the maternity ward</li> <li>- Ask participants to first state their choices</li> </ul>  |                    |
| Slide 17 |   | 3 mins | <ul style="list-style-type: none"> <li>- Summarise the session highlighting key principles of PPE use</li> <li>- Emphasize the need to carry out a risk assessment</li> <li>- Remind participants that PPE should be used together with other IPC measures for it to be more effective</li> <li>- Ask participants if they have any unanswered questions / comments</li> <li>- Ask participants to evaluate the session and make any recommendations for improvement (including suggestions of topics that they would like to receive training on</li> </ul> |                    |
| Slide 18 |  | 1 min  | <ul style="list-style-type: none"> <li>- Thank the participants and acknowledge any support given for the session /series</li> <li>- Thank the facility management for allowing this activity to be carried at the facility</li> </ul>   |                    |

## Session 4: Healthcare Waste Management



### Time:

1 hour



### Learning Objectives

At the end of this session participants should be able to describe the best practices for healthcare waste management in relation to their facility and the services offered.



### Session Overview


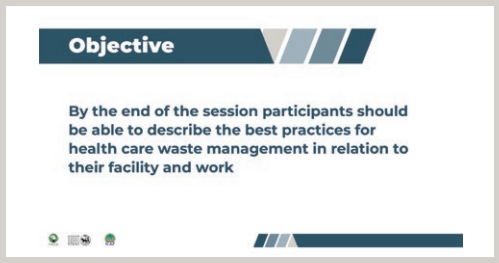
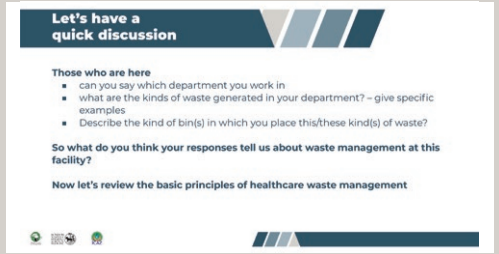
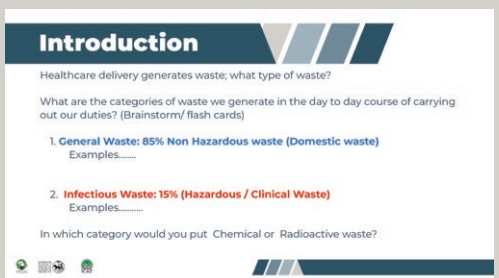
Healthcare waste management is another important component of standard and transmission based precautions. Healthcare waste must be managed appropriately to ensure that healthcare activities do not pose a risk of infection to staff, clients, environment and community. It is the responsibility of every healthcare worker to be aware of the different waste streams or categories generated in their facility and to understand how they are segregated, stored and handled before final disposal. This session describes the process of safe healthcare waste management at health facility level.

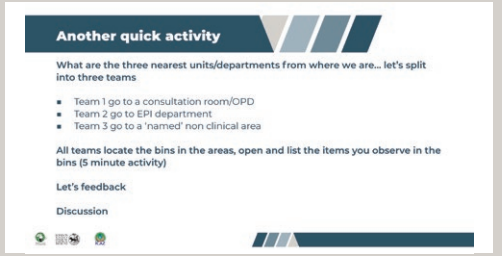
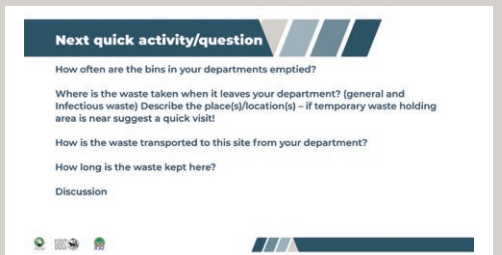
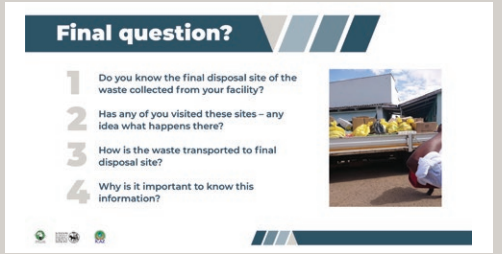





### Resources Needed

- Chart / poster with colour coding (for the different waste streams)
- Colour coded bin liners
- Sharps box
- Foot-operated bin
- Suitable PPE for waste handlers (eg. heavy duty gloves, aprons and gumboots/safety shoes)
- Flip chart and markers
- Sticky notes



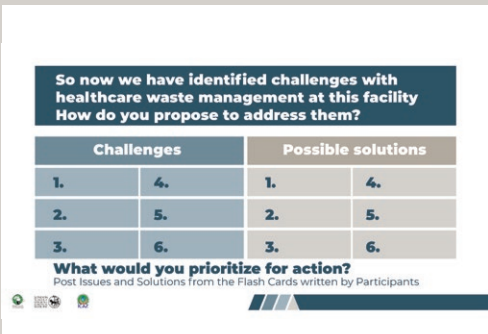

|         | Slides / Crib sheets / Laminated poster slides                                      | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*  | Resources required      |
|---------|---|--------|---|-------------------------|
| Slide 1 |    | 5 mins | <ul style="list-style-type: none"> <li>- Greet participants</li> <li>- Introduce yourself and ask participants to introduce themselves (their job title and department)</li> <li>- Note the departments the participants are from, and include them in the discussions / refer to practices or procedures related to these departments as the session progresses</li> <li>- Note the topic for the day and give its background</li> </ul> | -Flip chart<br>-Markers |
| Slide 2 |    | 1 min  | <ul style="list-style-type: none"> <li>- Outline the session objective (s)</li> </ul>   |                         |
| Slide 3 |   | 3 mins | <ul style="list-style-type: none"> <li>- Ask participants to note the type of waste generated in their departments</li> <li>- Ask participants to describe the bins that are available in their departments (in which they dispose of waste)</li> <li>- Ask participants whether they think the waste management in their departments is done effectively</li> </ul>  | -Sticky notes           |
| Slide 4 |  | 3 mins | <ul style="list-style-type: none"> <li>- Give an overview of the quantities of waste generated at a healthcare facility</li> <li>- Ask participants if they can quantify either by weight or number of bags by waste category, the amount of waste generated at their facility / in their department</li> </ul>   |                         |

|         | Slides / Crib sheets / Laminated poster slides                                      | Time    | Content / Notes: Descriptions and suggestions for the trainer to consider*   | Resources required |
|---------|---|---------|--|--------------------|
| Slide 5 |    | 10 mins | <ul style="list-style-type: none"> <li>- Divide participants into 3 or 4 groups and assign each group a department</li> <li>- Groups are to identify the waste bins and note the different types of waste that have been disposed of in these bins</li> <li>- If there is a waste holding area, the 4th group should visit this site.</li> <li>- All groups should come back after 5 minutes and give feedback on what they have observed</li> </ul> |                    |
| Slide 6 |    | 7 mins  | <ul style="list-style-type: none"> <li>- Ask participants to state similarities and differences between departments</li> <li>- Discuss transport mechanisms for waste, both internal and external</li> <li>- Discuss the findings at the temporary waste holding site</li> </ul>   |                    |
| Slide 7 |   | 3 mins  | <ul style="list-style-type: none"> <li>- Ask participants if they know where and how their waste is disposed</li> <li>- Explain why this knowledge is important</li> </ul>   |                    |
| Slide 8 |  | 3 mins  | <ul style="list-style-type: none"> <li>- Discuss good practices for waste management in the patient care areas, focusing on waste minimization and segregation</li> </ul>  |                    |

| Slides / Crib sheets / Laminated poster slides                                | Time  | Content / Notes: Descriptions and suggestions for the trainer to consider*   | Resources required  |                   |                      |                  |  |  |   |             |   |                          |  |                    |                               |   |   |                                   |   |                                |           |                           |       |  |   |   |  |
|---|---|--|---|-------------------|----------------------|------------------|--|--|---|-------------|---|--------------------------|--|--------------------|-------------------------------|---|---|-----------------------------------|---|--------------------------------|-----------|---------------------------|-------|--|---|---|--|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Slide 9</p>  |    | <p style="font-size: 2em; font-weight: bold; text-align: center;">10<br/>mins</p> <ul style="list-style-type: none"> <li>- Ask participants to name the different types / categories of waste generated in patient and non-patient care areas</li> <li>- Discuss alternative waste segregation methods and how they can be carried out effectively</li> <li>- Discuss colour coding and the use of job aids in assisting health workers with waste segregation</li> <li>- Affirm that waste segregation is the responsibility of the one generating the waste</li> <li>- State that the sharps box should be available at the point of care, when carrying out injection procedures</li> <li>- State the recommended characteristics of waste receptacles</li> </ul> | <ul style="list-style-type: none"> <li>-Colour coded bin liners</li> <li>-Sharps container</li> <li>-Pedal bin</li> </ul> |                   |                      |                  |  |  |   |             |   |                          |  |                    |                               |   |   |                                   |   |                                |           |                           |       |  |   |   |  |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Slide 10</p> | <table border="1" data-bbox="259 823 745 1046"> <thead> <tr> <th>Waste categories</th> <th>Colour of container and markings</th> <th>Type of container</th> <th>Collection frequency</th> </tr> </thead> <tbody> <tr> <td>Infectious waste</td> <td>Yellow with biohazard symbol (highly infectious waste should be additionally marked HIGHLY INFECTIOUS..)</td> <td>Leak-proof strong plastic bag placed in a container (bags for highly infectious waste should be capable of being autoclaved)</td> <td>When three-quarters filled or at least once a day</td> </tr> <tr> <td>Sharp waste</td> <td>Yellow, marked SHARPS with biohazard symbol</td> <td>Puncture-proof container</td> <td>When filled to the line or three-quarters filled</td> </tr> <tr> <td>Pathological waste</td> <td>Yellow with biohazard symbol.</td> <td>Leak-proof strong plastic bag placed in a container</td> <td>When three-quarters filled or at least once a day</td> </tr> <tr> <td>Chemical and pharmaceutical waste</td> <td>Brown, labelled with appropriate hazard symbol.</td> <td>Plastic bag or rigid container</td> <td>On demand</td> </tr> <tr> <td>General health-care waste</td> <td>Black</td> <td>Plastic bag inside a container or container which is disinfected after use</td> <td>When three-quarters filled or at least once a day</td> </tr> </tbody> </table> | Waste categories   | Colour of container and markings  | Type of container | Collection frequency | Infectious waste | Yellow with biohazard symbol (highly infectious waste should be additionally marked HIGHLY INFECTIOUS..) | Leak-proof strong plastic bag placed in a container (bags for highly infectious waste should be capable of being autoclaved) | When three-quarters filled or at least once a day | Sharp waste | Yellow, marked SHARPS with biohazard symbol | Puncture-proof container | When filled to the line or three-quarters filled | Pathological waste | Yellow with biohazard symbol. | Leak-proof strong plastic bag placed in a container | When three-quarters filled or at least once a day | Chemical and pharmaceutical waste | Brown, labelled with appropriate hazard symbol. | Plastic bag or rigid container | On demand | General health-care waste | Black | Plastic bag inside a container or container which is disinfected after use | When three-quarters filled or at least once a day | <ul style="list-style-type: none"> <li>- Refer to slide 13</li> </ul> |  |
| Waste categories  | Colour of container and markings  | Type of container  | Collection frequency  |                   |                      |                  |  |  |   |             |   |                          |  |                    |                               |   |   |                                   |   |                                |           |                           |       |  |   |   |  |
| Infectious waste  | Yellow with biohazard symbol (highly infectious waste should be additionally marked HIGHLY INFECTIOUS..)  | Leak-proof strong plastic bag placed in a container (bags for highly infectious waste should be capable of being autoclaved)   | When three-quarters filled or at least once a day   |                   |                      |                  |  |  |   |             |   |                          |  |                    |                               |   |   |                                   |   |                                |           |                           |       |  |   |   |  |
| Sharp waste   | Yellow, marked SHARPS with biohazard symbol   | Puncture-proof container   | When filled to the line or three-quarters filled  |                   |                      |                  |  |  |   |             |   |                          |  |                    |                               |   |   |                                   |   |                                |           |                           |       |  |   |   |  |
| Pathological waste  | Yellow with biohazard symbol.   | Leak-proof strong plastic bag placed in a container  | When three-quarters filled or at least once a day   |                   |                      |                  |  |  |   |             |   |                          |  |                    |                               |   |   |                                   |   |                                |           |                           |       |  |   |   |  |
| Chemical and pharmaceutical waste   | Brown, labelled with appropriate hazard symbol.   | Plastic bag or rigid container   | On demand   |                   |                      |                  |  |  |   |             |   |                          |  |                    |                               |   |   |                                   |   |                                |           |                           |       |  |   |   |  |
| General health-care waste   | Black   | Plastic bag inside a container or container which is disinfected after use   | When three-quarters filled or at least once a day   |                   |                      |                  |  |  |   |             |   |                          |  |                    |                               |   |   |                                   |   |                                |           |                           |       |  |   |   |  |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Slide 11</p> | <p>Is this a common sight at our clinics?</p>    | <p style="font-size: 2em; font-weight: bold; text-align: center;">2<br/>mins</p> <ul style="list-style-type: none"> <li>- Discuss final waste disposal</li> <li>- Refer to the process that occurs at the facility</li> <li>- If there is an incinerator on site, discuss the situation, challenges and possible solutions</li> </ul>  |   |                   |                      |                  |  |  |   |             |   |                          |  |                    |                               |   |   |                                   |   |                                |           |                           |       |  |   |   |  |

|          | Slides / Crib sheets / Laminated poster slides  | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*  | Resources required           |
|----------|---|--------|---|------------------------------|
| Slide 12 | <p><b>Why safe Healthcare waste management is important!</b></p> <p>Poor management of health care waste exposes health care workers, waste handlers, patients and their families and the community to preventable infections, toxic effects and injuries.</p> <p>Improper disposal of healthcare waste could contaminate/ pollute the environment and could lead to antimicrobial resistance</p>   | 2 mins | <ul style="list-style-type: none"> <li>- Discuss the importance of safely disposing of waste</li> <li>- Describe the various hazards that may occur (e.g. scavengers, community hazards and environmental hazards)</li> </ul> |                              |
| Slide 13 | <p><b>Protection of healthcare waste handlers</b></p> <ul style="list-style-type: none"> <li>■ Provide appropriate transport - bins must not be carried directly against the body</li> <li>■ Provide appropriate PPE</li> </ul>   | 3 mins | <ul style="list-style-type: none"> <li>- Discuss the importance of healthcare waste handlers receiving training, PPE and appropriate resources to ensure their safety</li> </ul>  |                              |
| Slide 14 | <p><b>Personal Protective Equipment for Waste Handler</b></p> <p>Waste handlers must be provided with appropriate and adequate PPE:</p> <ul style="list-style-type: none"> <li>■ Long sleeved gown</li> <li>■ Heavy duty apron</li> <li>■ Heavy duty gloves</li> <li>■ Work shoes/Boots</li> <li>■ Mask</li> <li>■ Goggles or Face Shield</li> </ul> <p>**Heat resistant aprons and gloves for incinerator operators**<br/>N.B. Hand Hygiene should be performed after removing PPE</p> |        | <ul style="list-style-type: none"> <li>- Refer to slide 17 during discussion</li> <li>- Emphasize the need for hand hygiene facilities at the waste disposal site</li> </ul>  | -Examples of appropriate PPE |



|            | Slides / Crib sheets / Laminated poster slides  | Time               | Content / Notes: Descriptions and suggestions for the trainer to consider*   | Resources required |  |    |    |    |    |    |    |    |    |    |    |    |    |        |  |   |
|------------|---|--------------------|--|--------------------|--|----|----|----|----|----|----|----|----|----|----|----|----|--------|--|---|
| Slide 15   |  <p>So now we have identified challenges with healthcare waste management at this facility<br/>How do you propose to address them?</p> <table border="1"> <thead> <tr> <th colspan="2">Challenges</th> <th colspan="2">Possible solutions</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>4.</td> <td>1.</td> <td>4.</td> </tr> <tr> <td>2.</td> <td>5.</td> <td>2.</td> <td>5.</td> </tr> <tr> <td>3.</td> <td>6.</td> <td>3.</td> <td>6.</td> </tr> </tbody> </table> <p>What would you prioritize for action?<br/>Post Issues and Solutions from the Flash Cards written by Participants</p> | Challenges         |  | Possible solutions |  | 1. | 4. | 1. | 4. | 2. | 5. | 2. | 5. | 3. | 6. | 3. | 6. | 5 mins | <ul style="list-style-type: none"> <li>- Ask participants to list the key /urgent issues regarding waste management at their facility that need addressing</li> <li>- Ask participants to provide solutions or a plan of action to address the challenges</li> <li>- Discuss the actions that need to be prioritized</li> <li>- Ask participants if they have any unanswered questions / comments</li> <li>- Ask participants to evaluate the session and make any recommendations for improvement (including suggestions of topics that they would like to receive training on</li> </ul> | <ul style="list-style-type: none"> <li>-Sticky notes</li> <li>-Flip charts</li> <li>-Markers</li> </ul> |
| Challenges |   | Possible solutions |  |                    |  |    |    |    |    |    |    |    |    |    |    |    |    |        |  |   |
| 1.         | 4.  | 1.                 | 4.   |                    |  |    |    |    |    |    |    |    |    |    |    |    |    |        |  |   |
| 2.         | 5.  | 2.                 | 5.   |                    |  |    |    |    |    |    |    |    |    |    |    |    |    |        |  |   |
| 3.         | 6.  | 3.                 | 6.   |                    |  |    |    |    |    |    |    |    |    |    |    |    |    |        |  |   |
| Slide 16   |  <p>THANK YOU</p>   | 1 min              | <ul style="list-style-type: none"> <li>- Thank the participants and acknowledge any support given for the session /series</li> <li>- Thank the facility management for allowing this activity to be carried at the facility</li> </ul> |                    |  |    |    |    |    |    |    |    |    |    |    |    |    |        |  |   |

## Session 5: Occupational Health



### Time:

1 hour



### Learning Objectives

At the end of this session participants should understand the various prevention strategies for minimizing risk of infection and injury to healthcare workers and understand the reporting and support systems in place if exposed.



### Session Overview

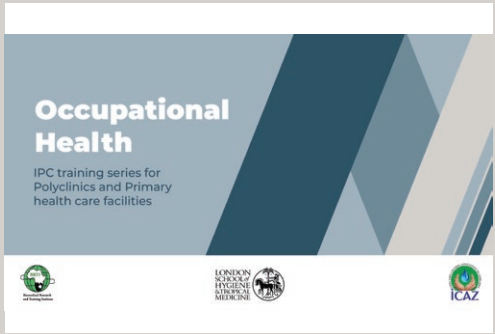

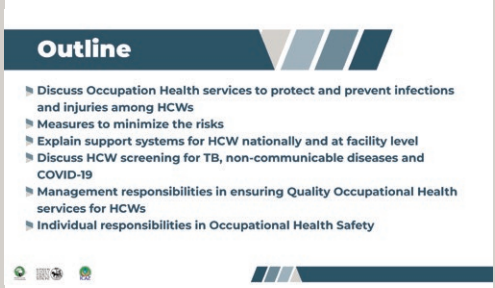
Occupational health is another important element of standard precautions, which aims to safeguard the health and safety of healthcare workers. This session will discuss the responsibilities of the employer and the individual healthcare worker in ensuring staff safety at the workplace.

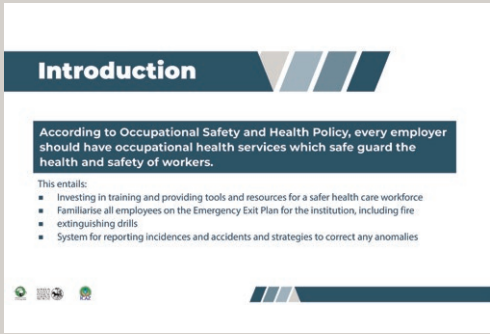
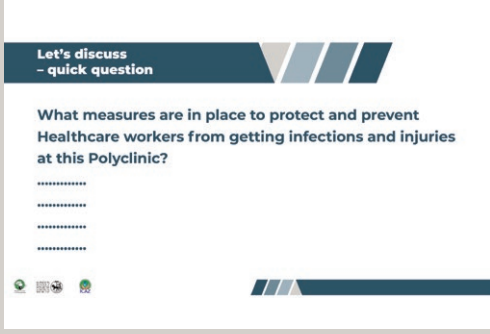
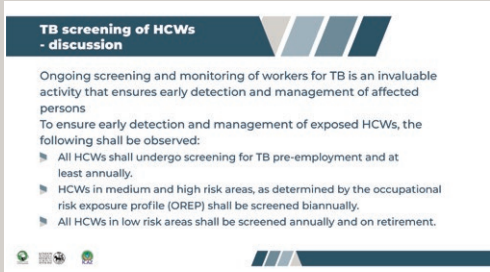


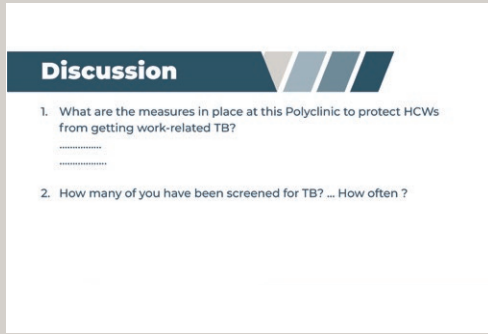
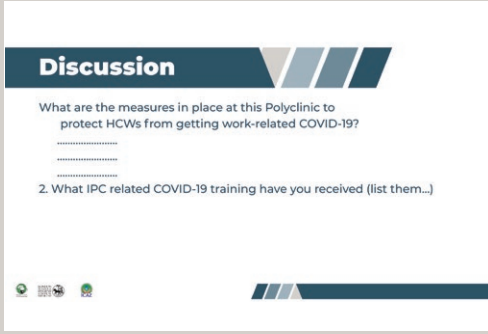
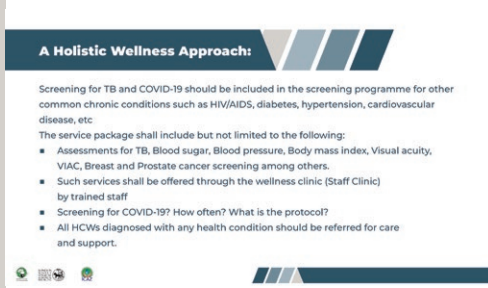
### Resources Needed


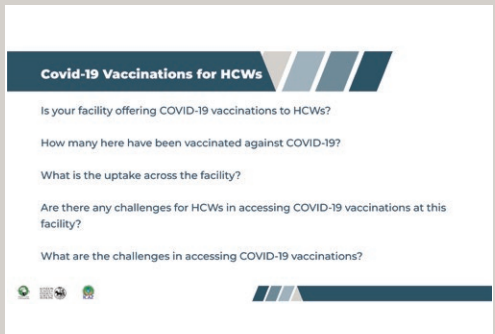
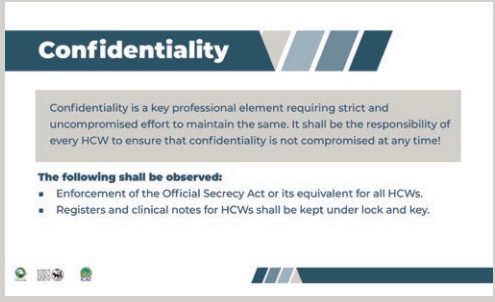
- Sticky notes
- Flip chart and markers

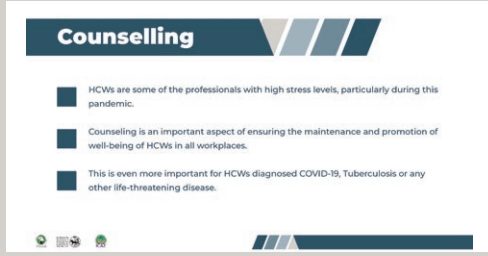

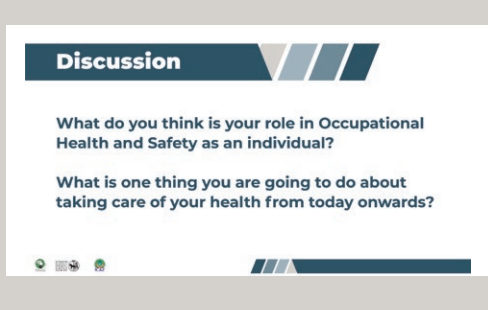



|         | Slides / Crib sheets / Laminated poster slides                                      | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*  | Resources required   |
|---------|---|--------|---|--|
| Slide 1 |    | 5 mins | <ul style="list-style-type: none"> <li>- Greet participants and introduce yourself</li> <li>- Ask participants to introduce themselves (job title and department)</li> <li>- Write down the participants' departments (to use in discussions/ to refer to practices or procedures related to those departments)</li> <li>- Highlight the topic for the day and give background as stated in the session overview</li> </ul> | <ul style="list-style-type: none"> <li>- Flipchart</li> <li>- Markers</li> </ul> |
| Slide 2 |   |        | <ul style="list-style-type: none"> <li>- Outline the session objective (s)</li> <li>- Remind participants that occupational health is a component of standard precautions</li> </ul>  |  |
| Slide 3 |  | 2 mins | <ul style="list-style-type: none"> <li>- State what will be covered during the session</li> </ul>   |  |

|         | Slides / Crib sheets / Laminated poster slides                                      | Time    | Content / Notes: Descriptions and suggestions for the trainer to consider*   | Resources required     |
|---------|---|---------|--|------------------------|
| Slide 4 |    | 3 mins  | <ul style="list-style-type: none"> <li>- Discuss the occupational health and safety policy and what it entails</li> </ul>  |                        |
| Slide 5 |   | 10 mins | <ul style="list-style-type: none"> <li>- Ask participants to respond to the question and write their responses on the flip chart</li> <li>- Ask participants if the services listed below are available for staff             <ol style="list-style-type: none"> <li>1. Staff clinic</li> <li>2. Sharps injury and body fluid exposure monitoring and prevention programme</li> <li>3. Annual/bi-annual TB screening</li> <li>4. Screening and testing for COVID-19</li> <li>5. Hep B and COVID-19 immunizations</li> <li>6. Training in IPC</li> <li>7. Fire drills</li> </ol> </li> <li>- Discuss the importance of each of the above</li> </ul> | -Flipchart<br>-Markers |
| Slide 6 |  | 5 mins  | <ul style="list-style-type: none"> <li>- Discuss the policy for screening healthcare workers for TB and why it is important</li> <li>- With reference to the policy, explain the risk of TB among healthcare workers</li> </ul>  |                        |

|         | Slides / Crib sheets / Laminated poster slides                                      | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*   | Resources required |
|---------|---|--------|--|--------------------|
| Slide 7 |    |        | <ul style="list-style-type: none"> <li>- With reference to slide 6, ask participants to share the measures in place at the facility to protect staff from getting TB</li> <li>- Find out how many participants have been screened for TB</li> <li>- Find out when / how often participants get screened for TB</li> <li>- Discuss any challenges with TB screening for staff</li> <li>- Ask participants to propose solutions</li> </ul> |                    |
| Slide 8 |   | 5 mins | <ul style="list-style-type: none"> <li>- Discuss the measures in place at the facility to protect staff against COVID-19</li> <li>- Establish the COVID-19-related training that has been provided for healthcare workers</li> <li>- Discuss challenges and possible solutions (e.g. having short (30 min or less) sessions / talks during tea or lunch breaks, addressing specific gaps identified in the work place)</li> </ul>        |                    |
| Slide 9 |  | 7 mins | <ul style="list-style-type: none"> <li>- Discuss a holistic approach to occupational health, where the focus is not just on TB and COVID-19, but also non-communicable diseases (with the aim of early diagnosis and maintaining good health amongst health workers)</li> <li>- Address mental health issues and list psychosocial support systems for staff at the facility</li> </ul>  |                    |

|          | Slides / Crib sheets / Laminated poster slides                                      | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*  | Resources required |
|----------|---|--------|---|--------------------|
| Slide 10 |    |        | <ul style="list-style-type: none"> <li>- Refer to slide 9</li> </ul>  |                    |
| Slide 11 |    | 7 mins | <ul style="list-style-type: none"> <li>- Discuss COVID-19 vaccinations for staff</li> <li>1. Is the service available for staff?</li> <li>2. What is the uptake?</li> <li>3. What are the challenges?</li> <li>4. How can they be addressed?</li> <li>- Explain how the vaccines are being used locally, list their benefits and assure staff of their safety</li> <li>- Address any issues of misinformation</li> </ul>  |                    |
| Slide 12 |  | 3 mins | <ul style="list-style-type: none"> <li>- Ask participants, where staff are attended to / managed when they are not feeling well</li> <li>- With reference to their answers; find out how confidentiality is achieved if there is no staff clinic (and therefore staff are seen in the same venue as their clients)</li> <li>- Discuss the importance of confidentiality, highlighting that it can be a barrier to staff seeking healthcare early or at the facility</li> <li>- Discuss the importance of having separate staff registers and ensuring clinical notes are kept under lock and key</li> </ul> |                    |

|          | Slides / Crib sheets / Laminated poster slides                                      | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*   | Resources required  |
|----------|---|--------|--|---|
| Slide 13 |    | 3 mins | <ul style="list-style-type: none"> <li>- Discuss the need for counselling services for staff</li> <li>- Point out that health workers are well known for poor uptake of the same healthcare services that they provide and recommend to others</li> <li>- Highlight the importance of looking out for each other</li> </ul>  |   |
| Slide 14 |    | 5 mins | <ul style="list-style-type: none"> <li>- Discuss the responsibilities of management (including at national level) in ensuring functional occupational health services</li> <li>- State that the above does not however, take away the individual's responsibility to personal health</li> </ul>  |   |
| Slide 15 |   | 5 mins | <ul style="list-style-type: none"> <li>- Ask participants what they believe their responsibilities to be</li> <li>- Ask participants what they will start doing from today, in light of the new knowledge they possess</li> <li>- Ask participants if they have any unanswered questions / comments</li> <li>- Ask participants to evaluate the session and make any recommendations for improvement (including suggestions of topics that they would like to receive training on</li> </ul> | <ul style="list-style-type: none"> <li>-Flipchart</li> <li>-Markers</li> <li>-Sticky notes</li> </ul> |
| Slide 16 |  | 1 min  | <ul style="list-style-type: none"> <li>- Thank the participants and acknowledge any support given for the session /series</li> <li>- Thank the facility management for allowing this activity to be carried at the facility</li> </ul>   |   |

## Session 6: Patient Placement



### Time:

1 hour



### Learning Objectives

At the end of this session participants will be able to describe the principles guiding effective patient placement, with a focus on screening and triaging for COVID-19.



### Session Overview

In infection prevention and control, patient placement is another important element of both, the standard and transmission-based precautions. Patient placement involves conducting a risk assessment of the available facilities for availability and suitability. It also involves re-organizing the existing facilities to manage infectious conditions safely. Screening and triaging of clients enable early detection of potential infectious cases and establishment of their route of movement in the facility as well as the necessary IPC interventions needed (based on the screening findings).



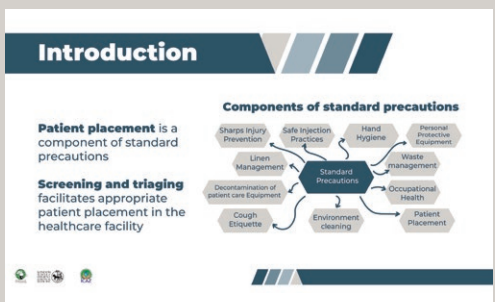
In light of COVID-19, all health facilities are required to have screening and triaging stations at their entrances in order to minimize the risk of transmitting COVID-19 to staff and other clients. This session will cover the requirements for screening and triaging at healthcare facilities during the COVID-19 pandemic.

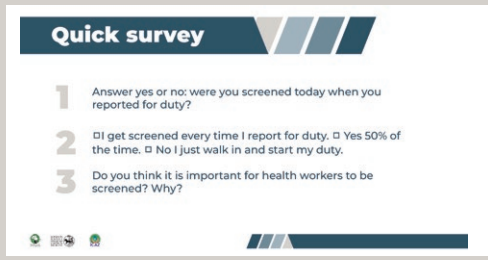
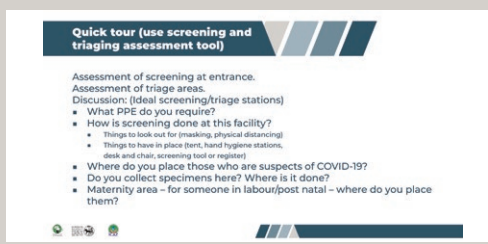
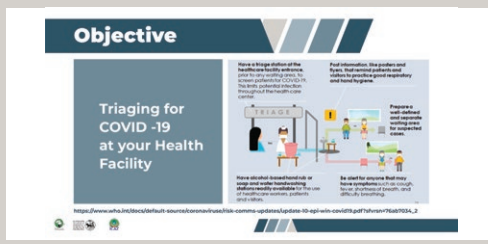




### Resources Needed

- Flip chart and markers
- Sticky notes
- Screening register (see Appendix G)
- Screening tool / COVID-19 case definition (see Appendix H)
- Assessment tool for screening and triaging area (see Appendix I)



|         | Slides / Crib sheets / Laminated poster slides                                      | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*   | Resources required |
|---------|---|--------|--|--------------------|
| Slide 1 |    | 3 mins | <ul style="list-style-type: none"> <li>- Greet participants and introduce yourself</li> <li>- Ask participants to introduce themselves (job title and department)</li> <li>- Write down the participants' departments (to use in discussions/ to refer to practices or procedures related to those departments)</li> <li>- Read the topic for the day and give background as stated in the session overview</li> </ul>   |                    |
| Slide 2 |    | 1 min  | <ul style="list-style-type: none"> <li>- Explain the session objective (s)</li> </ul>  |                    |
| Slide 3 |  | 3 mins | <ul style="list-style-type: none"> <li>- Remind participants that patient placement is an important element of standard and transmission based precautions</li> <li>- Point out that healthcare facilities are required to have screening and triaging stations to guide movement and placement of patients, in order to minimise unnecessary exposure to those without COVID-19</li> <li>- State that patient placement also applies to other infections as well</li> <li>- State that appropriate patient placement requires establishing a system that enables early identification of clients /visitors with communicable conditions (in order to institute appropriate patient placement measures, including IPC interventions and to effectively limit spread of infections in the health facility)</li> </ul> |                    |

|         | Slides / Crib sheets / Laminated poster slides                                      | Time    | Content / Notes: Descriptions and suggestions for the trainer to consider*   | Resources required  |
|---------|---|---------|--|---|
| Slide 4 |    | 5 mins  | <ul style="list-style-type: none"> <li>- Ask participants to respond to the questions on their sticky notes</li> <li>- Summarize and discuss responses</li> </ul>  | -Sticky notes   |
| Slide 5 |    | 30 mins | <ul style="list-style-type: none"> <li>- Give each participant a screening and triaging assessment tool and a screening tool (case definition) for clients/visitors and staff</li> <li>- Visit the screening and triaging areas</li> <li>- Go through the assessment, discussing each standard /indicator and pointing out any gaps as well as how they can be improved</li> </ul>   | -Screening and triaging assessment tools<br>-Screening tool for clients<br>-Screening register template |
| Slide 6 |   |         | <ul style="list-style-type: none"> <li>- Refer to slide 5</li> </ul>   |   |
| Slide 7 |  | 5 mins  | <ul style="list-style-type: none"> <li>- With reference to slide 6, ask participants how they would improve screening and triaging at their facility</li> <li>- Ask participants if they have any unanswered questions / comments</li> <li>- Ask participants to evaluate the session and make any recommendations for improvement (including suggestions of topics that they would like to receive training on</li> </ul> | -Sticky notes   |

|         | Slides / Crib sheets / Laminated poster slides                                    | Time  | Content / Notes: Descriptions and suggestions for the trainer to consider*   | Resources required |
|---------|---|-------|--|--------------------|
| Slide 8 |  | 1 min | <ul style="list-style-type: none"> <li>- Thank the participants and acknowledge any support given for the session /series</li> <li>- Thank the facility management for allowing this activity to be carried at the facility</li> </ul> |                    |

## Session 7: Safe Injection Practices



### Time:

1 hour



### Learning Objectives

At the end of this session participants will be able to describe the principles of safe injection practices.




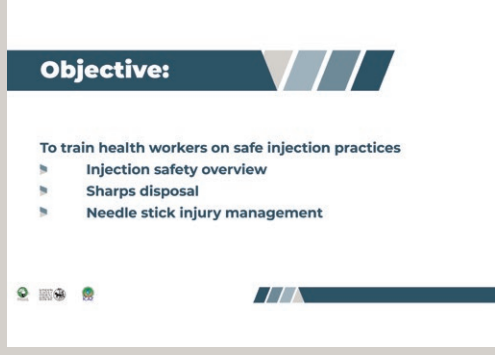
### Session Overview


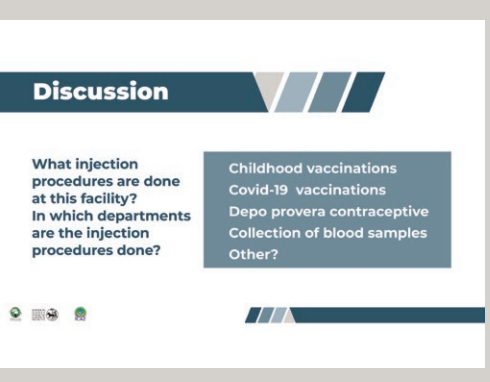
Globally, healthcare workers, patients, communities and the environment are exposed to infections and injuries caused by unsafe injection practices. Injection safety comprises of two important elements of standard precautions which are; safe injection practices and sharps injury prevention. Injection safety principles aim at (i) not harming the recipient (ii) not exposing the health worker to any risk and (iii) not harming the community. Therefore, healthcare workers who perform injection procedures should be well trained and competent to perform them safely. All infection prevention measures when preparing for, performing and cleaning up after an injection procedure must also be taken into consideration. This session will emphasize the IPC measures for safe injection practices and sharps injury prevention. It will also cover what to do in the event of a needle-stick injury.

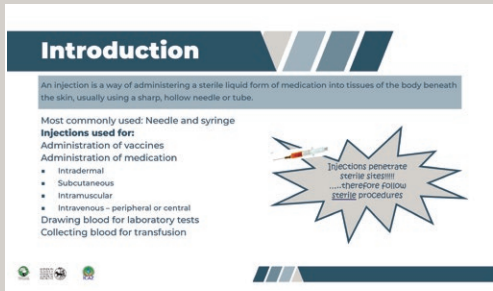
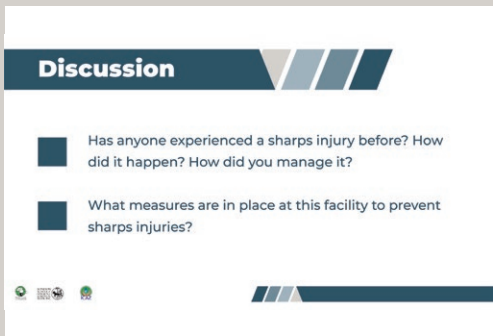



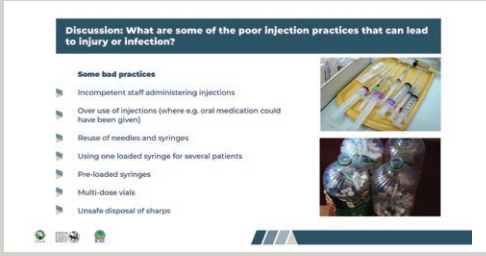
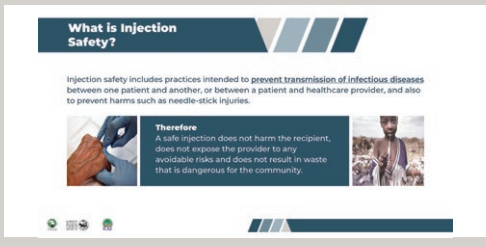
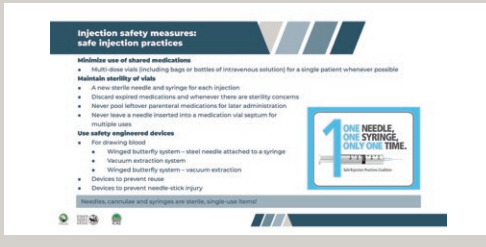

### Resources Needed

- Crib / cheat sheets
- Flip chart and markers
- Sharps containers
- Safe injection devices
- PEP algorithms for HIV and HBV (see Appendix J)
- Sticky notes


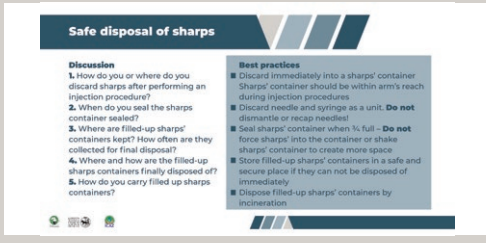

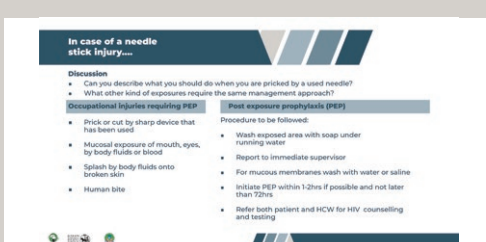
|         | Slides / Crib sheets / Laminated poster slides                                     | Time  | Content / Notes: Descriptions and suggestions for the trainer to consider*   | Resources required |
|---------|--|-------|--|--------------------|
| Slide 1 |   | 1 min | <ul style="list-style-type: none"> <li>- Greet participants and introduce yourself</li> <li>- Ask participants to introduce themselves (job title and department)</li> <li>- Write down the participants' departments (to use in discussions/ to refer to practices or procedures related to those departments)</li> <li>- Read the topic for the day and give background as stated in the session overview</li> <li>- State that this topic is not only important for the healthcare workers who perform injections, but for those who handle sharps waste (including communities and the environment) too</li> </ul> |                    |
| Slide 2 |  | 1 min | <ul style="list-style-type: none"> <li>- Outline the session objective (s)</li> </ul>  |                    |

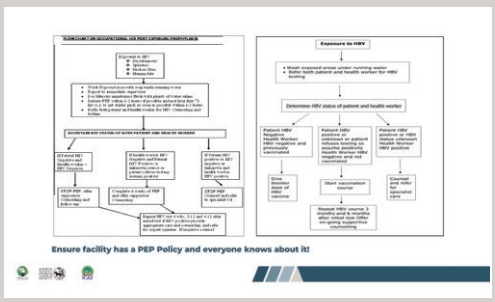
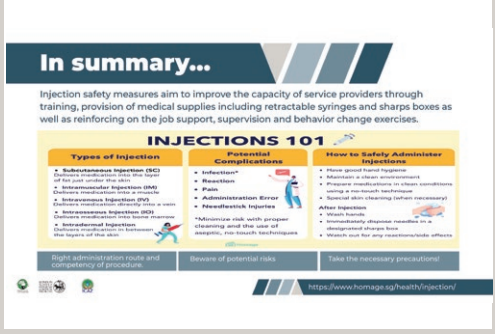

|         | Slides / Crib sheets / Laminated poster slides  | Time  | Content / Notes: Descriptions and suggestions for the trainer to consider*  | Resources required     |
|---------|---|-------|---|------------------------|
| Slide 3 |  <p><b>Injection safety is a component of standard precautions with two parts:</b></p> <p><b>Safe injection practices</b> focus on all the activities around the performance of injection procedures with the aim of protecting mainly the client by ensuring asepsis throughout the process of storage, preparation (medications and equipment), and when performing the injection procedure.</p> <p><b>Sharps injury prevention</b> focus on all the measures taken to ensure safe handling of used sharps and disposal</p> | 3 min | <ul style="list-style-type: none"> <li>- Remind participants of standard precautions</li> <li>- Mention that injection safety is a component of standard precautions</li> <li>- State that injection safety measures are covered under the two elements of standard precautions which are;</li> </ul> <ol style="list-style-type: none"> <li><b>1. Safe injection practices</b><br/>These focus more on the safety of the patient, by emphasizing the measures needed to prevent contamination of medications and equipment during storage, preparation and when performing the procedure (e.g. avoiding contamination of the injection site)</li> <li><b>2. Sharps injury prevention</b><br/>This considers all measures taken to ensure that sharps are handled safely (e.g. competency with the injection procedure and sharps' waste management)</li> </ol> <ul style="list-style-type: none"> <li>- State that the emphasis of this session will be on management of sharps waste, to prevent injuries to staff, clients/other people in the community (if sharps are not disposed of safely)</li> </ul> |                        |
| Slide 4 |  <p><b>Discussion</b></p> <p>What injection procedures are done at this facility?<br/>In which departments are the injection procedures done?</p> <p>Childhood vaccinations<br/>Covid-19 vaccinations<br/>Depo provera contraceptive<br/>Collection of blood samples<br/>Other?</p>  | 2 min | <ul style="list-style-type: none"> <li>- Ask participants to name the injections given / procedures (that involve the use of a needle and syringe) done at this facility</li> <li>- Ask participants to also say where / in which departments these procedures are done in the facility</li> <li>- Write their responses on the flipchart</li> </ul>  | -Flipchart<br>-Markers |

|         | Slides / Crib sheets / Laminated poster slides  | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*  | Resources required  |                       |     |  |     |                   |        |   |  |
|---------|---|--------|---|---|-----------------------|-----|--|-----|-------------------|--------|---|--|
| Slide 5 |    | 3 mins | <ul style="list-style-type: none"> <li>- Define what an injection is</li> <li>- Refer to slide 4 and expand, using examples</li> <li>- State that the definition includes the collection of blood for different purposes</li> <li>- Highlight that injections are sterile procedures, therefore, measures to maintain sterility should be taken by following aseptic procedures</li> </ul>  |   |                       |     |  |     |                   |        |   |  |
| Slide 6 |    | 5 mins | <ul style="list-style-type: none"> <li>- Ask if any participants have had a needle-stick injury</li> <li>- Ask those who have, to share their experiences</li> <li>- If none of them have had such an injury in the past, ask them what they would do if it were to happen to them as an example if pricked by a needle, wrongly placed in a clinical waste bin or stuck in a pillow</li> <li>- Following the discussion, ask participants to share the measures that are in place at the facility to prevent injuries from sharps</li> </ul> | <ul style="list-style-type: none"> <li>- Flip chart</li> <li>- Markers</li> <li>- Sticky notes</li> </ul> |                       |     |  |     |                   |        |   |  |
| Slide 7 |  <table border="1" data-bbox="293 1198 459 1337"> <thead> <tr> <th>Source</th> <th>Risk</th> </tr> </thead> <tbody> <tr> <td>HIV</td> <td>0.3% [0.2-0.5% range]</td> </tr> <tr> <td>HBV</td> <td>1.31% clinical hepatitis<br/>23-62% serological evidence of HBV infection</td> </tr> <tr> <td>HCV</td> <td>1-8% [0-7% range]</td> </tr> </tbody> </table> | Source | Risk  | HIV   | 0.3% [0.2-0.5% range] | HBV | 1.31% clinical hepatitis<br>23-62% serological evidence of HBV infection | HCV | 1-8% [0-7% range] | 3 mins | <ul style="list-style-type: none"> <li>- Ask the participants if they are aware of the risks associated with needle-stick injuries and allow time for brainstorming</li> <li>- Take participants through the known risks</li> <li>- Discuss other hazards associated with poor injection practices</li> </ul> |  |
| Source  | Risk  |        |   |   |                       |     |  |     |                   |        |   |  |
| HIV     | 0.3% [0.2-0.5% range]   |        |   |   |                       |     |  |     |                   |        |   |  |
| HBV     | 1.31% clinical hepatitis<br>23-62% serological evidence of HBV infection  |        |   |   |                       |     |  |     |                   |        |   |  |
| HCV     | 1-8% [0-7% range]   |        |   |   |                       |     |  |     |                   |        |   |  |

|          | Slides / Crib sheets / Laminated poster slides                                      | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*   | Resources required |
|----------|---|--------|--|--------------------|
| Slide 8  |    | 3 mins | <ul style="list-style-type: none"> <li>- Ask participants to list some bad injection practices (particularly in relation to their facility)</li> <li>- Add to their list using examples on the slide</li> </ul>              | -Sticky notes      |
| Slide 9  |    | 2 mins | <ul style="list-style-type: none"> <li>- Define injection safety and what it entails</li> </ul>  |                    |
| Slide 10 |   | 5 mins | <ul style="list-style-type: none"> <li>- Using the slide as a guide, take the participants through the injection safety measures</li> <li>- Explain with emphasis the one needle, one syringe, one time principle</li> </ul> |                    |
| Slide 11 |  | 2 mins | <ul style="list-style-type: none"> <li>- Show participants the vacuum extraction systems used for blood collection</li> <li>- Discuss the advantages of these systems</li> </ul>   |                    |



|          | Slides / Crib sheets / Laminated poster slides                                      | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*   | Resources required   |
|----------|---|--------|--|--|
| Slide 12 |    | 3 mins | <ul style="list-style-type: none"> <li>- Show participants some safety engineered injection devices and discuss their advantages</li> </ul>  | <ul style="list-style-type: none"> <li>-Fixed needle</li> <li>-Auto disabled syringe plunger</li> <li>-Auto retractable needle</li> <li>-Hinged/sliding shield safety engineered devices /other</li> </ul> |
| Slide 13 |    | 7 mins | <ul style="list-style-type: none"> <li>- Help the participants evaluate their own practices against the best practices for sharps disposal, using the suggested questions</li> <li>- Emphasize the importance of immediate placement of sharps into a sharps container after an injection procedure</li> </ul>   |  |
| Slide 14 |   | 2 mins | <ul style="list-style-type: none"> <li>- Describe the characteristics of an ideal sharps container (as outlined on the slide)</li> <li>- State that the sharps container must be within arms' reach when performing injection procedures</li> </ul>  | -Sharps containers   |
| Slide 15 |  | 3 mins | <ul style="list-style-type: none"> <li>- Discuss what should be done in case of an injury with a used sharps object /other body fluid exposure</li> <li>- Point out that as much as we try to be careful, accidents may still occur, therefore it is important to be conscious of the steps to take when exposed to needle-sticks and body fluids</li> <li>- Emphasize that the facility should have its own protocol and every healthcare worker should be aware of it</li> </ul> |  |

|          | Slides / Crib sheets / Laminated poster slides                                      | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*  | Resources required                  |
|----------|---|--------|---|-------------------------------------|
| Slide 16 |    | 5 mins | <ul style="list-style-type: none"> <li>- Go through the algorithms for HIV and HBV post exposure prophylaxis (PEP)</li> <li>- Indicate that these are in the National IPC guidelines and should be adopted by the facility</li> <li>- The facility PEP policy should be available in every department</li> <li>- Emphasize the importance of reporting any exposure as soon it happens and to initiate PEP within 72 hours</li> <li>- Highlight the importance of completing PEP for the required duration</li> </ul> | -Charts/posters with PEP algorithms |
| Slide 17 |   | 3 mins | <ul style="list-style-type: none"> <li>- Emphasize the key take-home message for injection safety measures from the session highlighting the importance of performing hand hygiene when administering injections.</li> </ul>  |                                     |
| Slide 18 |  | 1 min  | <ul style="list-style-type: none"> <li>- Ask participants if they have any unanswered questions /comments</li> <li>- Ask participants to evaluate the session and include any recommendations for improvement</li> <li>- Thank the participants and acknowledge any support given for the session /series</li> <li>- Thank the facility management for allowing this activity to be carried at the facility</li> </ul>  | -Sticky notes                       |

## Session 8: Environmental Cleaning



### Time:

1 hour



### Learning Objectives

At the end of this session participants should be able to explain the principles of environmental cleaning in a healthcare setting.



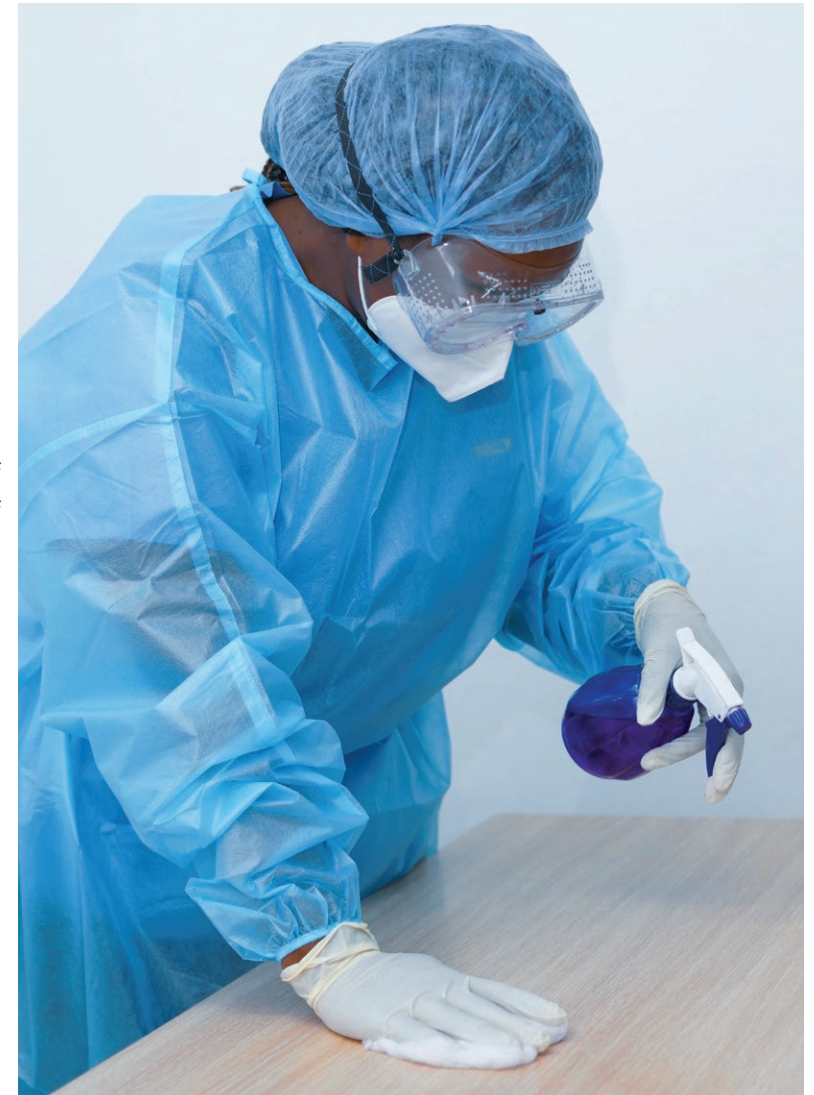
### Session Overview

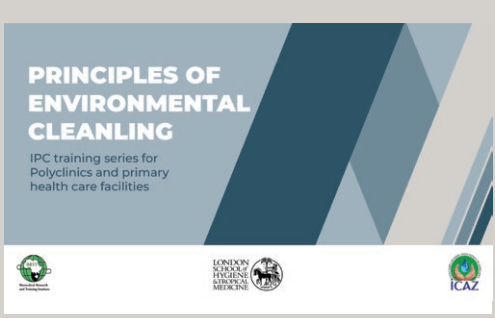


Environmental cleaning is another important standard precaution and an essential element of transmission based precautions. In terms of infection prevention and control, healthcare workers need to be aware of the requirements for environmental cleaning under normal, terminal and outbreak situations. In this session, the best practices for environmental cleaning in these situations will be described. The session is not only meant for cleaners, but for all health workers.

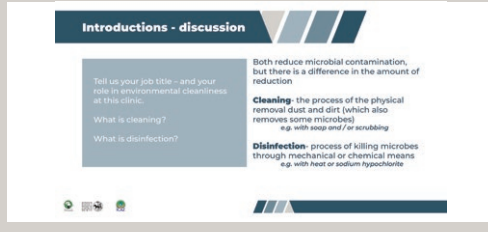
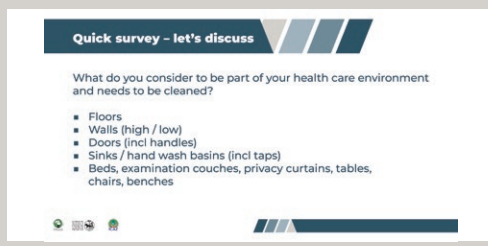

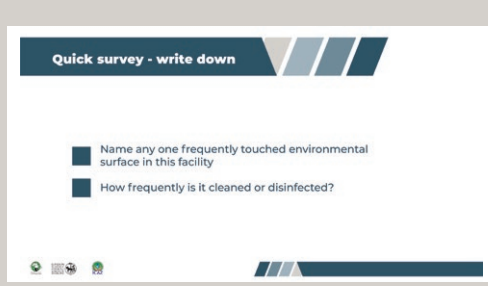



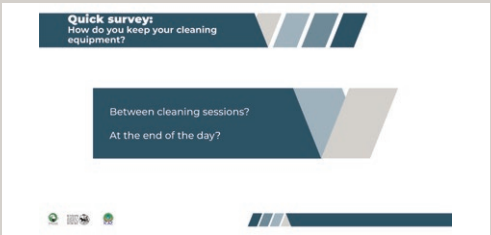

### Resources Needed

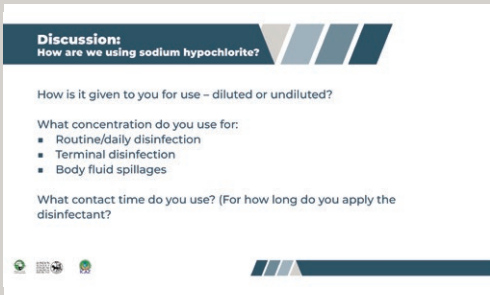


- Coloured/coded mops and bucket
- Cleaning towels
- Paper towels
- Measuring containers for dilutions
- Lined foot operated bin
- PPE for cleaning (e.g. domestic gloves and plastic aprons)
- Checklists for monitoring environmental cleanliness (see Appendix L)
- Sticky notes
- Flip chart and markers

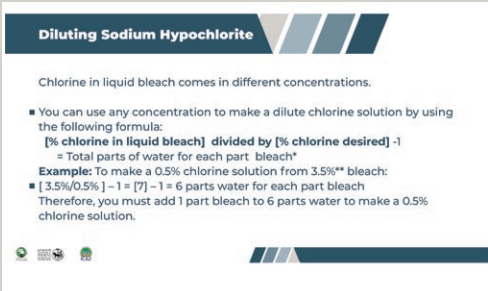
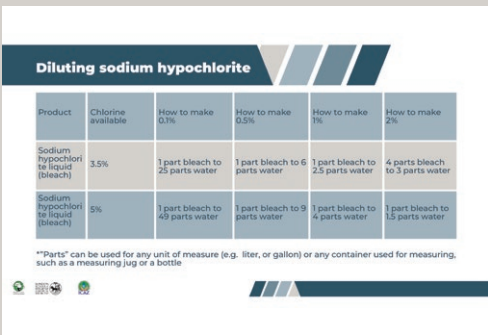
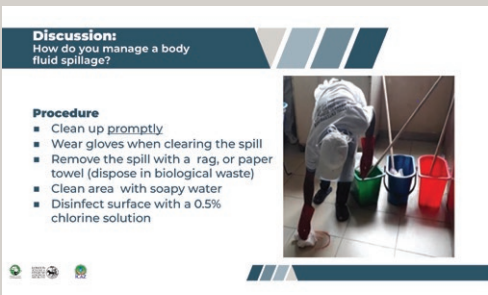


|         | Slides / Crib sheets / Laminated poster slides                                      | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*   | Resources required |
|---------|---|--------|--|--------------------|
| Slide 1 |    | 3 mins | <ul style="list-style-type: none"> <li>- Greet participants and introduce yourself</li> <li>- Ask participants to introduce themselves (job title and department)</li> <li>- Write down the participants' departments (to use in discussions/ to refer to practices or procedures related to those departments)</li> <li>- Read the topic for the day and give background as stated in the session overview</li> </ul> |                    |
| Slide 2 |    | 1 min  | <ul style="list-style-type: none"> <li>- Remind participants that environmental cleaning is an important component of standard precautions</li> </ul>  |                    |
| Slide 3 |  | 1 min  | <ul style="list-style-type: none"> <li>- Outline the session objective (s)</li> </ul>  |                    |

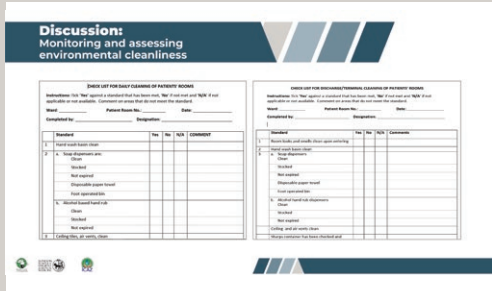


|         | Slides / Crib sheets / Laminated poster slides                                      | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*   | Resources required      |
|---------|---|--------|--|-------------------------|
| Slide 4 |    | 3 mins | <ul style="list-style-type: none"> <li>- Ask participants to define and explain the difference between 'cleaning' and 'disinfection'</li> <li>- Add to their explanations (if need be)</li> </ul>  | -Flip chart<br>-Markers |
| Slide 5 |    | 5 mins | <ul style="list-style-type: none"> <li>- Ask participants what they consider to be components of the environment</li> <li>- Mention any additional components left out (in relation to the departments represented)</li> <li>- Point out that it is necessary to be aware of what constitutes the healthcare environment (that requires scheduled or routine cleaning)</li> </ul>  | -Flip chart<br>-Markers |
| Slide 6 |   | 3 mins | <ul style="list-style-type: none"> <li>- Discuss the risk of infection associated with the environment</li> <li>- State that while the risk of direct transmission may be low, the environment becomes significant based on how we interact with the different environments and how we apply other elements of standard precautions (e.g. if we touch a dirty surface and do not wash hands, we can pick up pathogens which we then carry to other environments, patients, equipment, etc.)</li> </ul> |                         |
| Slide 7 |  | 3 mins | <ul style="list-style-type: none"> <li>- Ask each participant to name a frequently touched environment in their department and specify how frequently this environment is cleaned</li> <li>- Discuss their answers and add additional points (if need be)</li> <li>- Discuss the importance of regular cleaning of frequently touched surfaces / items</li> </ul>  | -Sticky notes           |

|          | Slides / Crib sheets / Laminated poster slides                                      | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*   | Resources required          |
|----------|---|--------|--|-----------------------------|
| Slide 8  |    |        | <ul style="list-style-type: none"> <li>- Refer to slide 7</li> </ul>   |                             |
| Slide 9  |    | 7 mins | <ul style="list-style-type: none"> <li>- Ask participants which environments / surfaces are cleaned routinely in their departments</li> <li>- Ask three participants to explain how they clean floors, walls and table tops / bed rails</li> <li>- Discuss the correct procedure, the type of cleaning equipment and PPE required</li> </ul> |                             |
| Slide 10 |   | 3 mins | <ul style="list-style-type: none"> <li>- Ask a participant to explain how they keep/store the cleaning equipment between sessions and at the end of the day / shift</li> </ul>   |                             |
| Slide 11 |  | 5 mins | <ul style="list-style-type: none"> <li>- Referring to slides 9 and 10, discuss the principles of cleaning</li> </ul>   | -Cleaning equipment and PPE |

|          | Slides / Crib sheets / Laminated poster slides                                      | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*  | Resources required |
|----------|---|--------|---|--------------------|
| Slide 12 |    | 5 mins | <ul style="list-style-type: none"> <li>- Ask participants about how sodium hypochlorite is used in the facility                             <ol style="list-style-type: none"> <li>1. What kind of container is it supplied in?</li> <li>2. What is the stock concentration?</li> <li>3. How is it supplied to the clinical areas?</li> <li>4. How is it diluted?</li> </ol> </li> <li>- Ask the participants to explain the dilutions they use for different procedures (e.g. daily disinfection and cleaning up of body fluid spillages)</li> <li>- Emphasize the importance of using correct dilutions and contact time</li> </ul> |                    |
| Slide 13 |   | 5 mins | <ul style="list-style-type: none"> <li>- Go through the advantages and disadvantages of sodium hypochlorite</li> <li>- Discuss the method of application of sodium hypochlorite and why spraying should not be done</li> </ul>  |                    |
| Slide 14 |  |        | <ul style="list-style-type: none"> <li>- Refer to slide 13</li> </ul>   |                    |

|          | Slides / Crib sheets / Laminated poster slides                                      | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*   | Resources required   |
|----------|---|--------|--|--|
| Slide 15 |    | 5 mins | <ul style="list-style-type: none"> <li>- Go through the formula for diluting sodium hypochlorite and give participants an example to solve</li> </ul>  |  |
| Slide 16 |   | 3 mins | <ul style="list-style-type: none"> <li>- Go through the chart and explain that the table can be used as a job aid, making it easier for anyone wishing to prepare any dilution of sodium hypochlorite using either concentration (3.5% or 5%) of stock solution</li> </ul>   | <ul style="list-style-type: none"> <li>-Sodium hypochlorite dilution job aid</li> <li>-Measuring containers</li> </ul> |
| Slide 17 |  | 5 mins | <ul style="list-style-type: none"> <li>- Ask participants how they clean up body fluid spillages</li> <li>- Correct any practices mentioned (if need be)</li> <li>- Explain and emphasize the reasons for cleaning before disinfecting</li> <li>- Outline the importance of wearing the correct PPE before cleaning</li> </ul> | <ul style="list-style-type: none"> <li>-Cleaning equipment</li> </ul>  |



| Slides / Crib sheets / Laminated poster slides  | Time  | Content / Notes: Descriptions and suggestions for the trainer to consider*   | Resources required                         |
|---|---|--|--|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Slide 18</p>    | <p style="writing-mode: vertical-rl; transform: rotate(180deg);">3 mins</p> | <ul style="list-style-type: none"> <li>- Discuss the use of checklists to guide cleaners on which areas to clean and to help supervisors monitor the cleanliness of the environment</li> <li>- Mention the need for cleaning schedules and for cleaners to sign against the item /areas cleaned</li> <li>- Emphasize that in an outbreak situation, the cleaning frequency should be enhanced</li> </ul> | <p>-Checklists for monitoring cleaning</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Slide 19</p>   | <p style="writing-mode: vertical-rl; transform: rotate(180deg);">5 mins</p> | <ul style="list-style-type: none"> <li>- Discuss recommendations for best cleaning practices</li> <li>- Ask participants if they have any unanswered questions or comments</li> <li>- Ask participants to evaluate the session and offer any recommendations for improvement</li> </ul>  | <p>-Sticky notes</p>                       |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Slide 20</p>  | <p style="writing-mode: vertical-rl; transform: rotate(180deg);">1 min</p>  | <ul style="list-style-type: none"> <li>- Thank the participants and acknowledge any support given for the session /series</li> <li>- Thank the facility management for allowing this activity to be carried at the facility</li> </ul>   |  |

## Session 9: Decontamination of Patient Care Equipment



### Time:

1 hour



### Learning Objectives

At the end of this session participants will be able to describe the basic principles for decontaminating reusable patient care equipment.



### Session Overview



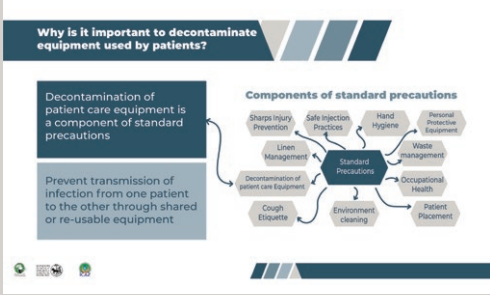
Decontamination of equipment shared among patients is a critical element of standard precautions, aiming at rendering the item free of microorganisms and safe for reuse. Ideally, equipment decontamination must be done away from the site where the equipment is used and by personnel who have been trained on how to decontaminate equipment safely and effectively. Items designated as single-use should not be reprocessed for reuse on patients. This session describes the best practices for decontamination of the different categories of patient care equipment, based on the Spaulding classification.

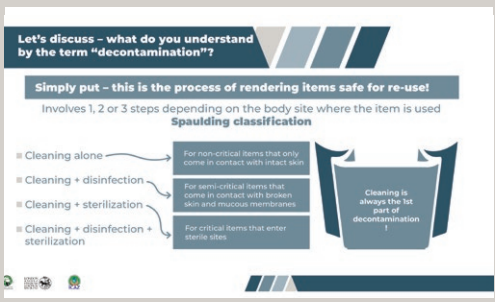
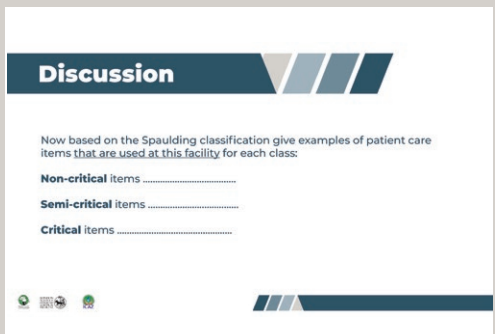
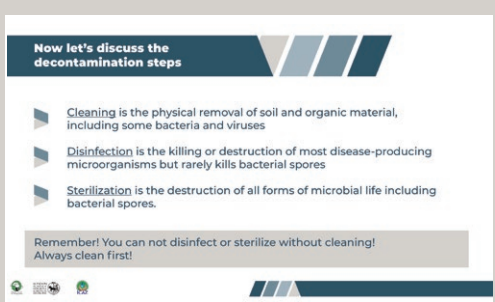




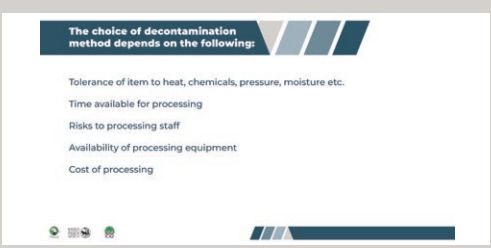
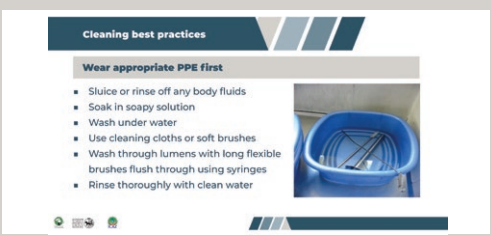
### Resources Needed

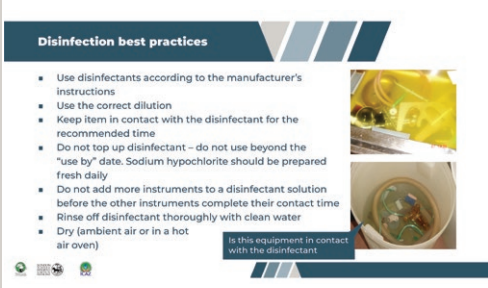
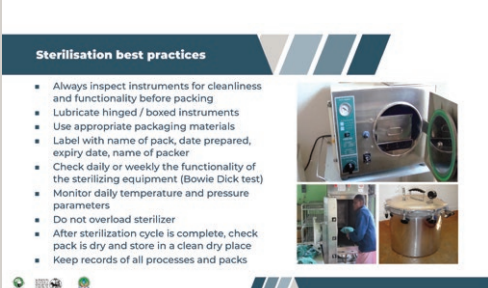
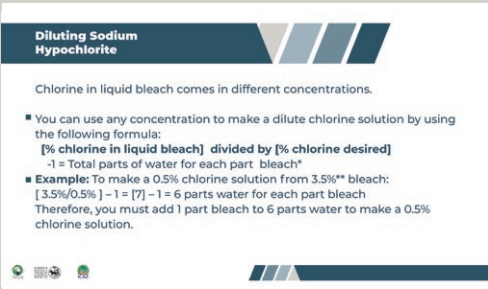
- 20 litre buckets with lids
- Soft brushes
- Cleaning cloths
- Syringes (20 ml or more)
- Job aid for diluting sodium hypochlorite (see Appendix K)
- Sticky notes
- Flip chart and markers



|         | Slides / Crib sheets / Laminated poster slides                                      | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*   | Resources required  |
|---------|---|--------|--|---|
| Slide 1 |    | 3 mins | <ul style="list-style-type: none"> <li>- Greet participants and introduce yourself</li> <li>- Ask participants to introduce themselves (job title and department)</li> <li>- Write down the participants' departments (to use in discussions/ to refer to practices or procedures related to those departments)</li> <li>- Read the topic for the day and give background as stated in the session overview</li> </ul> | <ul style="list-style-type: none"> <li>- Flip chart</li> <li>- Markers</li> </ul> |
| Slide 2 |   | 1 min  | <ul style="list-style-type: none"> <li>- Outline the session objective (s)</li> </ul>  |   |
| Slide 3 |  | 2 mins | <ul style="list-style-type: none"> <li>- Remind participants that decontamination of patient care equipment is a component of standard precautions</li> <li>- Explain that it aims to reduce the transmission of infections through shared equipment between patients</li> </ul>   |   |

|         | Slides / Crib sheets / Laminated poster slides  | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*  | Resources required   |
|---------|---|--------|---|--|
| Slide 4 |  | 5 mins | <ul style="list-style-type: none"> <li>- Ask participants what they understand by the term 'decontamination'</li> <li>- Add to the explanations given (if need be)</li> <li>- Describe the Spaulding classification and what it means for the different categories of equipment used on patients (in terms of the level / type of decontamination to be rendered)</li> <li>- Emphasize the importance of thoroughly cleaning before disinfection / sterilization</li> </ul> | <ul style="list-style-type: none"> <li>-Sticky notes</li> <li>-Flip chart</li> <li>-Markers</li> </ul> |
| Slide 5 |   | 3 mins | <ul style="list-style-type: none"> <li>- Ask participants to name the items used on patients in their departments /facility</li> <li>- Ask participants to classify these items according to the Spaulding classification</li> </ul>  |  |
| Slide 6 |    | 3 mins | <ul style="list-style-type: none"> <li>- Explain and note the differences between the 3 decontamination steps</li> <li>- Emphasize the importance of cleaning first (you cannot disinfect or sterilize without cleaning first)</li> <li>- Indicate which type of decontamination is required for each category of patient care equipment, according to Spaulding</li> </ul>   |  |

| Slides / Crib sheets / Laminated poster slides  | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*   | Resources required  |
|---|--|--|---|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Slide 7</p>     | <p style="font-size: 2em; font-weight: bold;">5 mins</p> | <ul style="list-style-type: none"> <li>- With reference to slide 6, ask participants to discuss how they decontaminate the items they mentioned</li> <li>- Ask participants to state where they carry out the decontamination of patient care equipment, particularly that which requires high-level disinfection and sterilization</li> <li>- Describe an ideal area for decontamination of reusable patient care equipment</li> <li>- State that decontamination should not be carried out in the care areas, where the equipment is used</li> </ul> | <ul style="list-style-type: none"> <li>- Flip chart</li> <li>- Markers</li> </ul>                       |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Slide 8</p>     | <p style="font-size: 2em; font-weight: bold;">3 mins</p> | <ul style="list-style-type: none"> <li>- Explain the principles of decontamination, referencing points raised in the previous discussion</li> </ul>  |   |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Slide 9</p>    | <p style="font-size: 2em; font-weight: bold;">3 mins</p> | <ul style="list-style-type: none"> <li>- Explain the principles behind the selection of a decontamination method for a particular item</li> <li>- Emphasize the key determinants for selection of an appropriate decontamination method</li> <li>- State that the method selected should focus on achieving the level of decontamination required to render the item safe for reuse (cost should be the last factor considered)</li> </ul>   |   |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Slide 10</p>  | <p style="font-size: 2em; font-weight: bold;">5 mins</p> | <ul style="list-style-type: none"> <li>- Describe and demonstrate cleaning best practices</li> <li>- Also highlight the use of appropriate PPE (e.g. plastic aprons, face shields and domestic gloves)</li> </ul>  | <ul style="list-style-type: none"> <li>- Buckets</li> <li>- Soft brushes</li> <li>- Syringes</li> </ul> |

|          | Slides / Crib sheets / Laminated poster slides  | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*  | Resources required |
|----------|---|--------|---|--------------------|
| Slide 11 |  <p><b>Disinfection best practices</b></p> <ul style="list-style-type: none"> <li>Use disinfectants according to the manufacturer's instructions</li> <li>Use the correct dilution</li> <li>Keep item in contact with the disinfectant for the recommended time</li> <li>Do not top up disinfectant – do not use beyond the "use by" date. Sodium hypochlorite should be prepared fresh daily</li> <li>Do not add more instruments to a disinfectant solution before the other instruments complete their contact time</li> <li>Rinse off disinfectant thoroughly with clean water</li> <li>Dry (ambient air or in a hot air oven)</li> </ul> <p><small>Is this equipment in contact with the disinfectant?</small></p>  | 5 mins | <ul style="list-style-type: none"> <li>- Describe the best practices for disinfection</li> <li>- Emphasize the importance of following the manufacturer's instructions on how an item should be disinfected</li> <li>- Emphasize the importance of using the recommended dilutions and recommended contact times</li> <li>- Point out the need to rinse off the disinfectant with clean or sterile water as residual disinfectants may be harmful to the patient / may damage the instrument</li> <li>- Explain how one can ensure tubing or lumened devices are adequately decontaminated</li> </ul> |                    |
| Slide 12 |  <p><b>Sterilisation best practices</b></p> <ul style="list-style-type: none"> <li>Always inspect instruments for cleanliness and functionality before packing</li> <li>Lubricate hinged / boxed instruments</li> <li>Use appropriate packaging materials</li> <li>Label with name of pack, date prepared, expiry date, name of packer</li> <li>Check daily or weekly the functionality of the sterilizing equipment (Bowie Dick test)</li> <li>Monitor daily temperature and pressure parameters</li> <li>Do not overload sterilizer</li> <li>After sterilization cycle is complete, check pack is dry and store in a clean dry place</li> <li>Keep records of all processes and packs</li> </ul>  | 5 mins | <ul style="list-style-type: none"> <li>- Describe best practices for sterilization, including quality control measures and record keeping</li> </ul>  |                    |
| Slide 13 |  <p><b>Diluting Sodium Hypochlorite</b></p> <p>Chlorine in liquid bleach comes in different concentrations.</p> <ul style="list-style-type: none"> <li>You can use any concentration to make a dilute chlorine solution by using the following formula:<br/> <math display="block">\frac{[\% \text{ chlorine in liquid bleach}]}{[\% \text{ chlorine desired}]} - 1 = \text{Total parts of water for each part bleach}^*</math> </li> <li><b>Example:</b> To make a 0.5% chlorine solution from 3.5%** bleach:<br/> <math display="block">[3.5\%/0.5\%] - 1 = [7] - 1 = 6 \text{ parts water for each part bleach}</math>                     Therefore, you must add 1 part bleach to 6 parts water to make a 0.5% chlorine solution.                 </li> </ul> | 3 mins | <ul style="list-style-type: none"> <li>- Revisit the calculation for diluting sodium hypochlorite</li> </ul>  | -Flip chart        |

|                                     | Slides / Crib sheets / Laminated poster slides  | Time                            | Content / Notes: Descriptions and suggestions for the trainer to consider*   | Resources required               |                                  |                |                |                                     |      |                                 |                                |                                  |                                 |                                     |    |                                 |                                |                                |                                  |        |   |  |
|-------------------------------------|---|---------------------------------|--|----------------------------------|----------------------------------|----------------|----------------|-------------------------------------|------|---------------------------------|--------------------------------|----------------------------------|---------------------------------|-------------------------------------|----|---------------------------------|--------------------------------|--------------------------------|----------------------------------|--------|---|--|
| Slide 14                            | <table border="1"> <thead> <tr> <th>Product</th> <th>Chlorine available</th> <th>How to make 0.1%</th> <th>How to make 0.5%</th> <th>How to make 1%</th> <th>How to make 2%</th> </tr> </thead> <tbody> <tr> <td>Sodium hypochlorite liquid (bleach)</td> <td>3.5%</td> <td>1 part bleach to 25 parts water</td> <td>1 part bleach to 6 parts water</td> <td>1 part bleach to 2.5 parts water</td> <td>4 parts bleach to 3 parts water</td> </tr> <tr> <td>Sodium hypochlorite liquid (bleach)</td> <td>5%</td> <td>1 part bleach to 40 parts water</td> <td>1 part bleach to 9 parts water</td> <td>1 part bleach to 4 parts water</td> <td>1 part bleach to 1.5 parts water</td> </tr> </tbody> </table> <p><small>*"Parts" can be used for any unit of measure (e.g. liter, or gallon) or any container used for measuring, such as a measuring jug or a bottle.</small></p> | Product                         | Chlorine available   | How to make 0.1%                 | How to make 0.5%                 | How to make 1% | How to make 2% | Sodium hypochlorite liquid (bleach) | 3.5% | 1 part bleach to 25 parts water | 1 part bleach to 6 parts water | 1 part bleach to 2.5 parts water | 4 parts bleach to 3 parts water | Sodium hypochlorite liquid (bleach) | 5% | 1 part bleach to 40 parts water | 1 part bleach to 9 parts water | 1 part bleach to 4 parts water | 1 part bleach to 1.5 parts water | 2 mins | <ul style="list-style-type: none"> <li>- Discuss how this chart may be used as a job aid</li> </ul> | Job aid for diluting sodium hypochlorite |
| Product                             | Chlorine available  | How to make 0.1%                | How to make 0.5%   | How to make 1%                   | How to make 2%                   |                |                |                                     |      |                                 |                                |                                  |                                 |                                     |    |                                 |                                |                                |                                  |        |   |  |
| Sodium hypochlorite liquid (bleach) | 3.5%  | 1 part bleach to 25 parts water | 1 part bleach to 6 parts water   | 1 part bleach to 2.5 parts water | 4 parts bleach to 3 parts water  |                |                |                                     |      |                                 |                                |                                  |                                 |                                     |    |                                 |                                |                                |                                  |        |   |  |
| Sodium hypochlorite liquid (bleach) | 5%  | 1 part bleach to 40 parts water | 1 part bleach to 9 parts water   | 1 part bleach to 4 parts water   | 1 part bleach to 1.5 parts water |                |                |                                     |      |                                 |                                |                                  |                                 |                                     |    |                                 |                                |                                |                                  |        |   |  |
| Slide 15                            | <p><b>Summary:</b><br/>Best practices for decontamination of patient care equipment</p> <ul style="list-style-type: none"> <li>▪ Single use items should not be reprocessed</li> <li>▪ Re-usable patient care equipment should be dedicated to patient or cohort of patients during COVID-19 patient management</li> <li>▪ Must be decontaminated after each patient e.g. stethoscopes</li> <li>▪ Must be decontaminated in line with manufacturer's instructions</li> <li>▪ Staff must be trained on proper decontamination methods for all the items</li> <li>▪ Must be done in the designated areas</li> <li>▪ The appropriate PPE should be availed to those reprocessing re-usable items</li> <li>▪ Policies and SOPs for reprocessing re-usable items should be in place</li> </ul>   | 5 mins                          | <ul style="list-style-type: none"> <li>- Summarize the best practices for decontamination</li> <li>- Ask participants if they have any unanswered questions / comments</li> <li>- Ask participants to evaluate the session and make any recommendations for improvement (including suggestions of topics that they would like to receive training on)</li> </ul> | -Sticky notes                    |                                  |                |                |                                     |      |                                 |                                |                                  |                                 |                                     |    |                                 |                                |                                |                                  |        |   |  |
| Slide 16                            | <p><b>THANK YOU</b></p>   | 1 min                           | <ul style="list-style-type: none"> <li>- Thank the participants and acknowledge any support given for the session /series</li> <li>- Thank the facility management for allowing this activity to be carried at the facility</li> </ul>   |                                  |                                  |                |                |                                     |      |                                 |                                |                                  |                                 |                                     |    |                                 |                                |                                |                                  |        |   |  |

## Session 10: Linen Management



### Time:

1 hour



### Learning Objectives

At the end of this session participants should be able to explain how to safely handle clean and dirty linen.



### Session Overview

There are different kinds of linen used for different purposes in the healthcare facility. The level of contamination depends on use and where the linen has been used. The session describes the management of linen that is used in the care of patients, including privacy curtains. Clean linen must be handled in a manner that does not get it contaminated before use on or by a patient. Dirty linen must be handled safely so that it does not contaminate the environment or pose a risk of infection to those handling it in clinical or laundry areas. This session describes the best practices for handling linen.


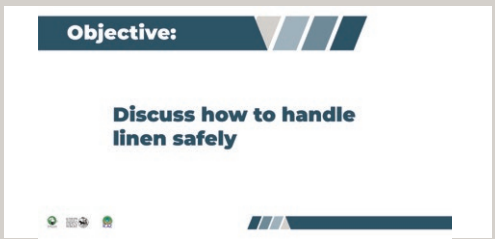
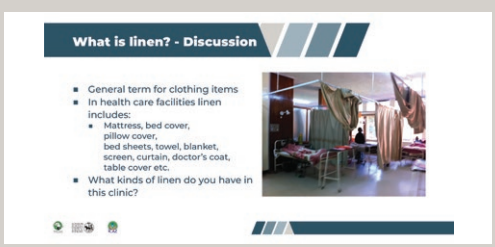
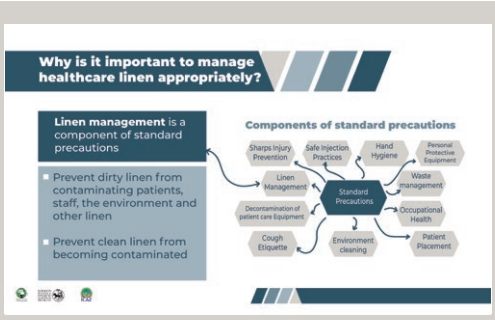


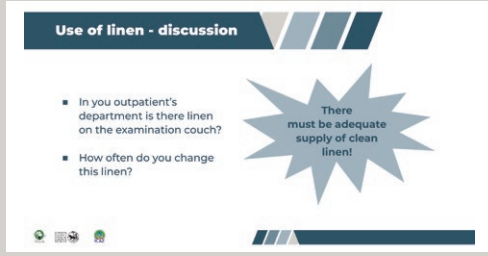
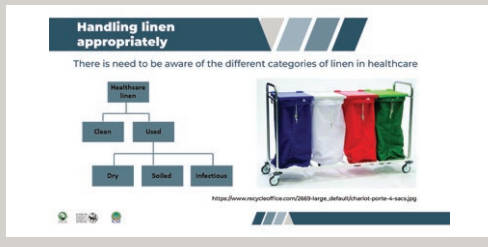
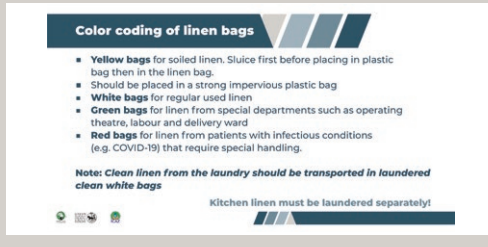
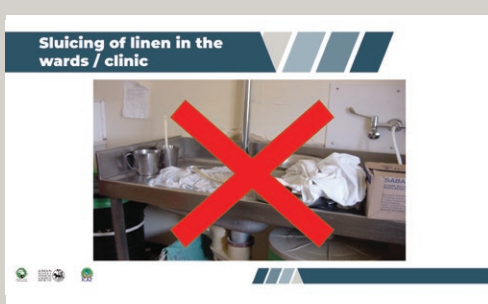
### Resources Needed

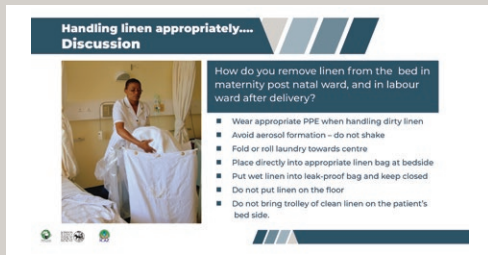

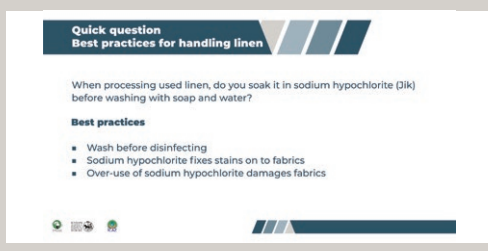
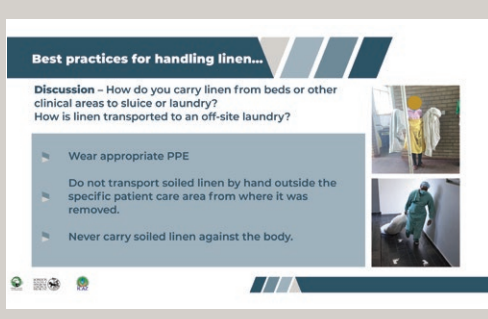
- Impervious canvas linen bags
- Personal protective equipment ( e.g. plastic aprons, domestic gloves, gumboots/ safety shoes, face shields and goggles)
- Pictures showing some incorrect practices in linen management for risk assessment
- Sticky notes
- Flip chart and markers


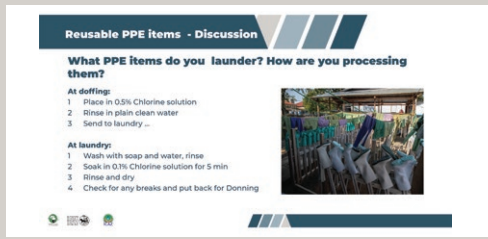
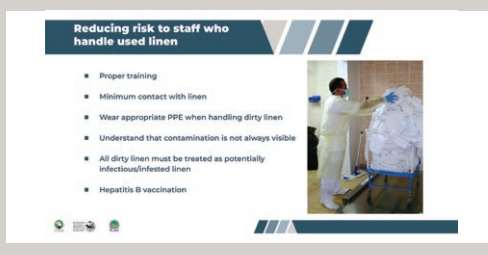
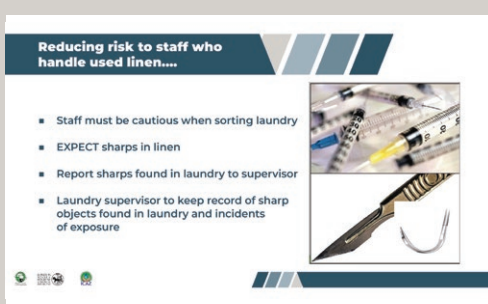


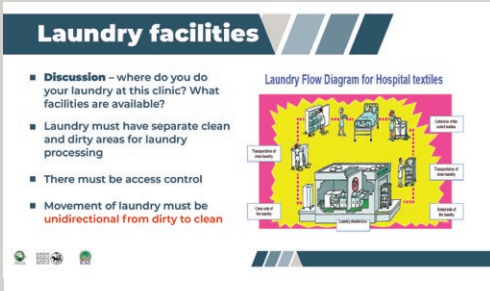



|         | Slides / Crib sheets / Laminated poster slides                                      | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*   | Resources required      |
|---------|---|--------|--|-------------------------|
| Slide 1 |    | 3 mins | <ul style="list-style-type: none"> <li>- Greet participants and introduce yourself</li> <li>- Ask participants to introduce themselves (job title and department)</li> <li>- Write down the participants' departments (to use in discussions/ to refer to practices or procedures related to those departments)</li> <li>- Read the topic for the day and give background as stated in the session overview</li> </ul> |                         |
| Slide 2 |    | 1 min  | <ul style="list-style-type: none"> <li>- Outline the session objective (s)</li> </ul>  |                         |
| Slide 3 |   | 5 mins | <ul style="list-style-type: none"> <li>- Ask participants to define the word 'linen'</li> <li>- Ask participants to give examples of linen used at their facility</li> </ul>   | -Flip chart<br>-Markers |
| Slide 4 |  | 3 mins | <ul style="list-style-type: none"> <li>- Remind participants that linen management is a component of standard precautions</li> <li>- Highlight the aims of proper linen management</li> </ul>  |                         |

|         | Slides / Crib sheets / Laminated poster slides                                      | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*  | Resources required      |
|---------|---|--------|---|-------------------------|
| Slide 5 |    | 2 mins | <ul style="list-style-type: none"> <li>- Ask participants if there is linen used on the examination couch in the outpatient's department and how often it is changed</li> <li>- Discuss the importance of having a sufficient linen supply</li> </ul>   |                         |
| Slide 6 |    | 3 mins | <ul style="list-style-type: none"> <li>- Name the different categories of linen</li> <li>- Highlight the importance of understanding the different categories, as this will determine how it will be handled</li> <li>- Explain linen segregation and the use of colour-coded impervious linen skips (or labelled if there is no colour-coding)</li> </ul>                              |                         |
| Slide 7 |   | 2 mins | <ul style="list-style-type: none"> <li>- Referring to slide 6, state that linen from the kitchen should not be mixed with linen used in clinical areas</li> <li>- State that kitchen linen should be washed separately (ideally in the kitchen)</li> </ul>  |                         |
| Slide 8 |  | 3 mins | <ul style="list-style-type: none"> <li>- Ask participants to carry out a risk assessment of this picture and discuss</li> <li>- Point out that that linen should not be soaked in the ward</li> <li>- Discuss potential hazards (as shown in the picture) and mention that sluicing is not washing or soaking (these are processes which must be carried out in the laundry)</li> </ul> | Poster of picture shown |

|          | Slides / Crib sheets / Laminated poster slides   | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*  | Resources required       |
|----------|--|--------|---|--------------------------|
| Slide 9  |  <p><b>Handling linen appropriately.... Discussion</b></p> <p>How do you remove linen from the bed in maternity post natal ward, and in labour ward after delivery?</p> <ul style="list-style-type: none"> <li>Wear appropriate PPE when handling dirty linen</li> <li>Avoid aerosol formation - do not shake</li> <li>Fold or roll laundry towards centre</li> <li>Place directly into appropriate linen bag at bedside</li> <li>Put wet linen into leak-proof bag and keep closed</li> <li>Do not put linen on the floor</li> <li>Do not bring trolley of clean linen on the patient's bed side.</li> </ul> | 3 mins | <ul style="list-style-type: none"> <li>Ask participants to comment on the picture and discuss</li> <li>Discuss how one should safely handle linen at the bedside, in different care settings</li> </ul>   | -Poster of picture shown |
| Slide 10 |  <p><b>Best practices for handling linen</b></p> <p><b>Discussion</b> - what personal protective equipment do you need when handling used linen?</p> <ul style="list-style-type: none"> <li>Wear appropriate PPE</li> <li>Always place linen in the designated container</li> <li>Place soiled linen into a clearly labeled, leak-proof container (e.g., bag, bucket) in the patient care area.</li> <li>Remove any solid excrement (faeces or vomit) on linen, by scraping it off carefully with a flat, firm object and placing in commode or designated toilet before placing linen in the</li> </ul>      | 5 mins | <ul style="list-style-type: none"> <li>Continue discussing best practices for handling linen with a focus on appropriate PPE</li> <li>Discuss the recommended PPE for handling linen</li> <li>Discuss how to manage soiled linen in the clinical area</li> </ul>  | -PPE items               |
| Slide 11 |  <p><b>Quick question</b><br/><b>Best practices for handling linen</b></p> <p>When processing used linen, do you soak it in sodium hypochlorite (Dik) before washing with soap and water?</p> <p><b>Best practices</b></p> <ul style="list-style-type: none"> <li>Wash before disinfecting</li> <li>Sodium hypochlorite fixes stains on to fabrics</li> <li>Over-use of sodium hypochlorite damages fabrics</li> </ul>   | 3 mins | <ul style="list-style-type: none"> <li>Ask participants if they soak linen in sodium hypochlorite before washing</li> <li>Explain the recommended practices, emphasizing the need to wash first before disinfecting</li> <li>Re-iterate the need to use appropriate PPE to protect oneself when handling dirty linen</li> </ul> |                          |
| Slide 12 |  <p><b>Best practices for handling linen...</b></p> <p><b>Discussion</b> - How do you carry linen from beds or other clinical areas to sluice or laundry?<br/>How is linen transported to an off-site laundry?</p> <ul style="list-style-type: none"> <li>Wear appropriate PPE</li> <li>Do not transport soiled linen by hand outside the specific patient care area from where it was removed.</li> <li>Never carry soiled linen against the body.</li> </ul>  | 5 mins | <ul style="list-style-type: none"> <li>Discuss how linen is carried within the facility</li> <li>Discuss how linen should be transported to an off-site laundry (if there is no laundry at the facility)</li> <li>Discuss best practices for transporting linen</li> </ul>  |                          |

|          | Slides / Crib sheets / Laminated poster slides                                      | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*   | Resources required            |
|----------|---|--------|--|-------------------------------|
| Slide 13 |    | 3 mins | <ul style="list-style-type: none"> <li>- Outline the proper use of linen bags</li> <li>- Highlight the need to ensure that linen bags also get washed</li> </ul>                         | -canvas impervious linen bags |
| Slide 14 |    | 3 mins | <ul style="list-style-type: none"> <li>- Discuss how to manage PPE items that may need reprocessing at the laundry and offer examples (e.g. reusable gowns and scrubs)</li> </ul>        |                               |
| Slide 15 |   | 5 mins | <ul style="list-style-type: none"> <li>- Discuss how to minimize risk to staff in the laundry (e.g. making sure that they are vaccinated against Hepatitis B virus infection)</li> </ul> |                               |
| Slide 16 |  |        | <ul style="list-style-type: none"> <li>- Continue with discussion from previous slide</li> </ul>   |                               |

|          | Slides / Crib sheets / Laminated poster slides                                     | Time   | Content / Notes: Descriptions and suggestions for the trainer to consider*  | Resources required |
|----------|--|--------|---|--------------------|
| Slide 17 |   | 7 mins | <ul style="list-style-type: none"> <li>- Discuss the ideal set up of a laundry and the movement of linen (this must be unidirectional)</li> <li>- Summarize and conclude the session</li> <li>- Ask participants if they have any unanswered questions / comments</li> <li>- Ask participants to evaluate the session and make any recommendations for improvement (including suggestions of topics that they would like to receive training on)</li> </ul> |                    |
| Slide 18 |  | 1 min  | <ul style="list-style-type: none"> <li>- Thank the participants and acknowledge any support given for the session /series</li> <li>- Thank the facility management for allowing this activity to be carried at the facility</li> </ul>  |                    |

# Appendices

## Appendix A: Attendance register

Short IPC Training Sessions for Primary Care Facilities

Topic:

Venue:

Date:

### Training register

| No | Full name of participant | Sex | Designation | Department | Phone Number | E-Mail Address | Signature |
|----|--------------------------|-----|-------------|------------|--------------|----------------|-----------|
| 1  |                          |     |             |            |              |                |           |
| 2  |                          |     |             |            |              |                |           |
| 3  |                          |     |             |            |              |                |           |
| 4  |                          |     |             |            |              |                |           |
| 5  |                          |     |             |            |              |                |           |
| 6  |                          |     |             |            |              |                |           |
| 7  |                          |     |             |            |              |                |           |
| 8  |                          |     |             |            |              |                |           |
| 9  |                          |     |             |            |              |                |           |
| 10 |                          |     |             |            |              |                |           |

**Appendix B: Standard precautions**


Components of standard precautions







**Appendix C: Isolation precaution signage (contact, droplet, airborne) posters**

**Contact Precautions**

VISITORS/ VISITING STAFF



REPORT TO NURSE IN CHARGE BEFORE ENTERING THIS ROOM

|  |                          |  |
|--|--------------------------|--|
|   | <b>HAND</b>              | Use alcohol rub or wash hands before leaving the room  |
|   | <b>Aprons<br/>Gloves</b> | Wear an apron when entering the room. Wear gloves for direct or indirect contact with the patient or excretions and secretions |
|   | <b>Door</b>              | Keep door closed at all times if patient in isolation  |
|  | <b>Before leaving</b>    | Decontaminate equipment when it leaves the room. Discard gloves and apron and carry out hand hygiene before leaving the room   |

8

**Droplet Precautions**

VISITORS/ VISITING STAFF




REPORT TO NURSE IN CHARGE BEFORE ENTERING THIS ROOM  
INSTRUCTION BEFORE ENTERING THE ROOM

|  |                          |   |
|--|--------------------------|---|
|    | <b>HAND</b>              | Use alcohol rub or wash hands before leaving the room   |
|    | <b>Mask</b>              | Wear water resistant mask when working within 1 metre of the patient  |
|    | <b>Aprons<br/>Gloves</b> | Wear an apron when entering the room. Wear gloves for direct or indirect contact with the patient or excretions and secretions  |
|   | <b>Door</b>              | Keep door closed at all times if patient in isolation   |
|  | <b>Before leaving</b>    | Decontaminate equipment when it leaves the room. Discard gloves, apron and mask. Carry out hand hygiene before leaving the room |






10

**Airborne Precautions**

VISITORS/ VISITING STAFF



REPORT TO NURSE IN CHARGE BEFORE ENTERING THIS ROOM  
INSTRUCTION BEFORE ENTERING THE ROOM

|   |                          |  |
|---|--------------------------|--|
|    | <b>HAND</b>              | Use alcohol rub or wash hands before leaving the room  |
|    | <b>Respirator</b>        | Wear N95 respirator (FFP3) for MDR/ XDR-TB patients Aerosol generating procedures  |
|    | <b>Aprons<br/>Gloves</b> | Wear an apron when entering the room. Wear gloves for direct or indirect contact with the patient or excretions and secretions   |
|   | <b>Door</b>              | Keep door closed at all times.   |
|  | <b>Before leaving</b>    | Decontaminate equipment when it leaves the room. Discard gloves, apron and masks. Carry out hand hygiene before leaving the room |

13



**Appendix D: Hand washing technique poster and hand rubbing with alcohol based hand rub technique poster**

# How to handwash?

WASH HANDS WHEN VISIBLY SOILED! OTHERWISE, USE HANDRUB

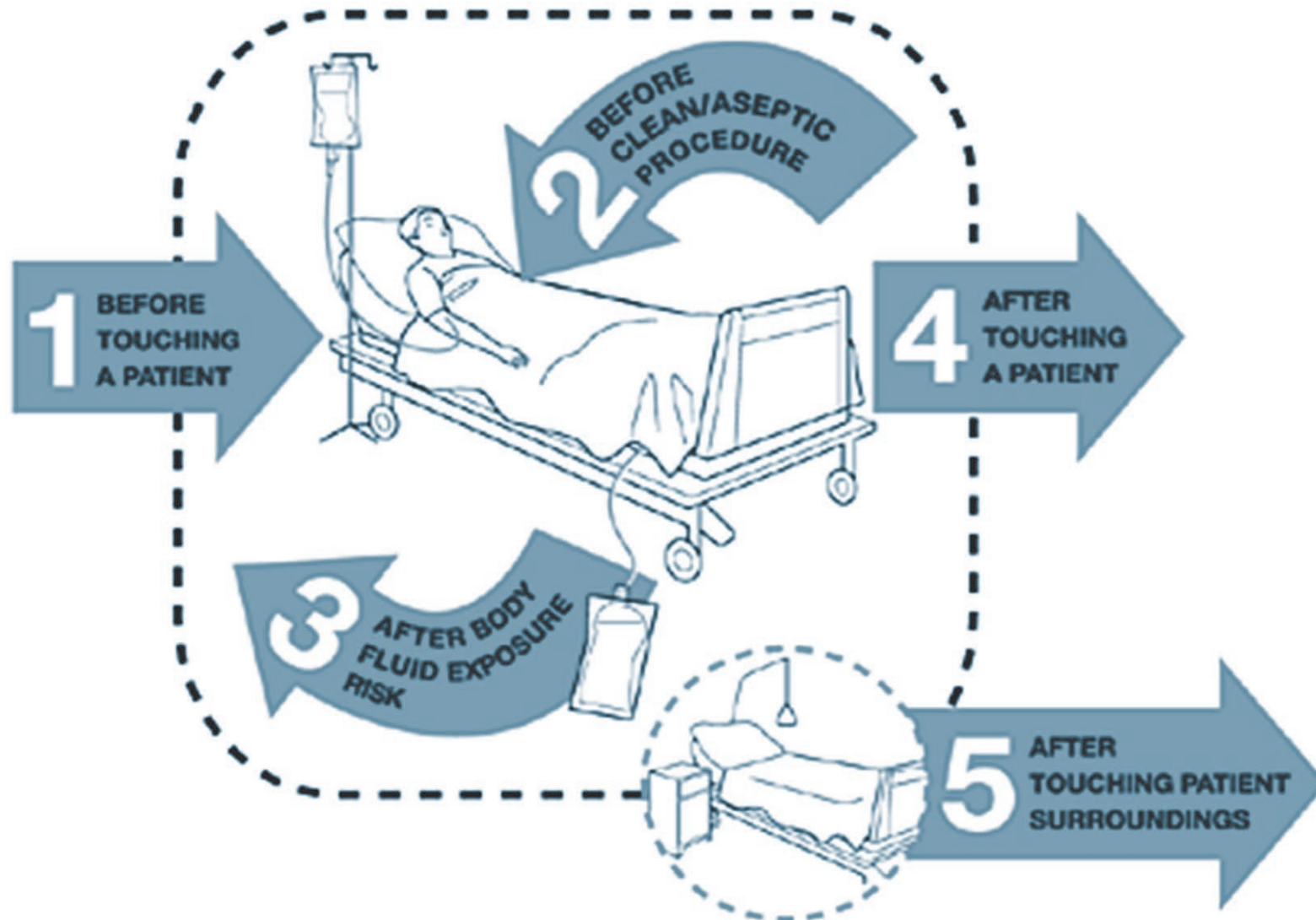
**⌚ Duration of the entire procedure: 40-60 seconds**

- 0 Wet hands with water;
- 1 Apply enough soap to cover all hand surfaces;
- 2 Rub hands palm to palm;
- 3 Right palm over left dorsum with interlaced fingers and vice versa;
- 4 Palm to palm with fingers interlaced;
- 5 Backs of fingers to opposing palms with fingers interlocked;
- 6 Rotational rubbing of left thumb clasped in right palm and vice versa;
- 7 Rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa;
- 8 Rinse hands with water;
- 9 Dry hands thoroughly with a single use towel;
- 10 Use towel to turn off faucet;
- 11 Your hands are now safe.

Rub hands for hand hygiene! Wash hands instead when visibly soiled.  
Duration of the entire procedure: 20 – 30 seconds


- 1 Apply a painful of the product in a cupped hand, enough to cover all hand surfaces.
- 2 Rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa.
- 3 Rub hands palm to palm.
- 4 Right palm over left dorsum with interlaced fingers and vice versa.
- 5 Palm to palm with fingers interlaced.
- 6 Backs of fingers to opposing palms with fingers interlocked.
- 7 Rotational rubbing of left thumb clasped in right palm and vice versa.
- 8 Once dry, your hands are safe.

**Appendix E: Five moments of hand hygiene poster**



**Appendix F: Rational use of PPE poster**


## Novel Coronavirus COVID -19



### Personal Protective Equipment (PPE) For Healthcare Workers According to Healthcare Activities


**Remember :** Hand hygiene is always important. Clean hands before putting on, and after taking off, PPE.

**Triage/points of entry screening personnel**




surgical mask

**Collecting respiratory specimens**




theatre cap  
goggles OR face shield  
N95 respirator  
water resistant gown, if cloth gown put a plastic apron underneath  
gloves

**Caring for a suspected/confirmed case of COVID-19 with NO aerosol-generating procedure**




goggles OR face shield  
surgical mask  
theatre cap  
gloves  
water resistant gown, if cloth gown put a plastic apron underneath  
overshoes

**Caring for a suspected/confirmed case of COVID-19 WITH aerosol-generating procedure**





theatre cap  
goggles OR face shield  
Respirator (N95 or FFP2)  
water resistant gown, if cloth gown put a plastic apron underneath  
gloves  
overshoes

**Transport of suspected/confirmed case of COVID-19, including direct care**



theatre cap  
goggles OR face shield  
surgical mask  
water resistant gown, if cloth gown put a plastic apron underneath  
gloves





A3 PPE Poster  
Monday, 18 May 2020 10:04:55

**Appendix G: Screening register (sample)**

| No. | Date | Name | Address | Temp °C | <i>Tick where appropriate</i> |       |       |                |                  |   |  |
|-----|------|------|---------|---------|-------------------------------|-------|-------|----------------|------------------|---|--|
|     |      |      |         |         | Travel/<br>Contact history    | Fever | Cough | Sore<br>throat | Loss of<br>taste | Cleared<br><i>(Proceed to<br/>routine care)</i> | Suspect<br><i>(proceed to<br/>triage area)</i> |
| 1.  |      |      |         |         |                               |       |       |                |                  |   |  |
| 2.  |      |      |         |         |                               |       |       |                |                  |   |  |
| 3.  |      |      |         |         |                               |       |       |                |                  |   |  |
| 4.  |      |      |         |         |                               |       |       |                |                  |   |  |
| 5.  |      |      |         |         |                               |       |       |                |                  |   |  |
| 6.  |      |      |         |         |                               |       |       |                |                  |   |  |
| 7.  |      |      |         |         |                               |       |       |                |                  |   |  |
| 8.  |      |      |         |         |                               |       |       |                |                  |   |  |
| 9.  |      |      |         |         |                               |       |       |                |                  |   |  |
| 10. |      |      |         |         |                               |       |       |                |                  |   |  |
| 11. |      |      |         |         |                               |       |       |                |                  |   |  |
| 12. |      |      |         |         |                               |       |       |                |                  |   |  |
| 13. |      |      |         |         |                               |       |       |                |                  |   |  |
| 14. |      |      |         |         |                               |       |       |                |                  |   |  |
| 15. |      |      |         |         |                               |       |       |                |                  |   |  |

**Appendix H: COVID-19 Screening tool**

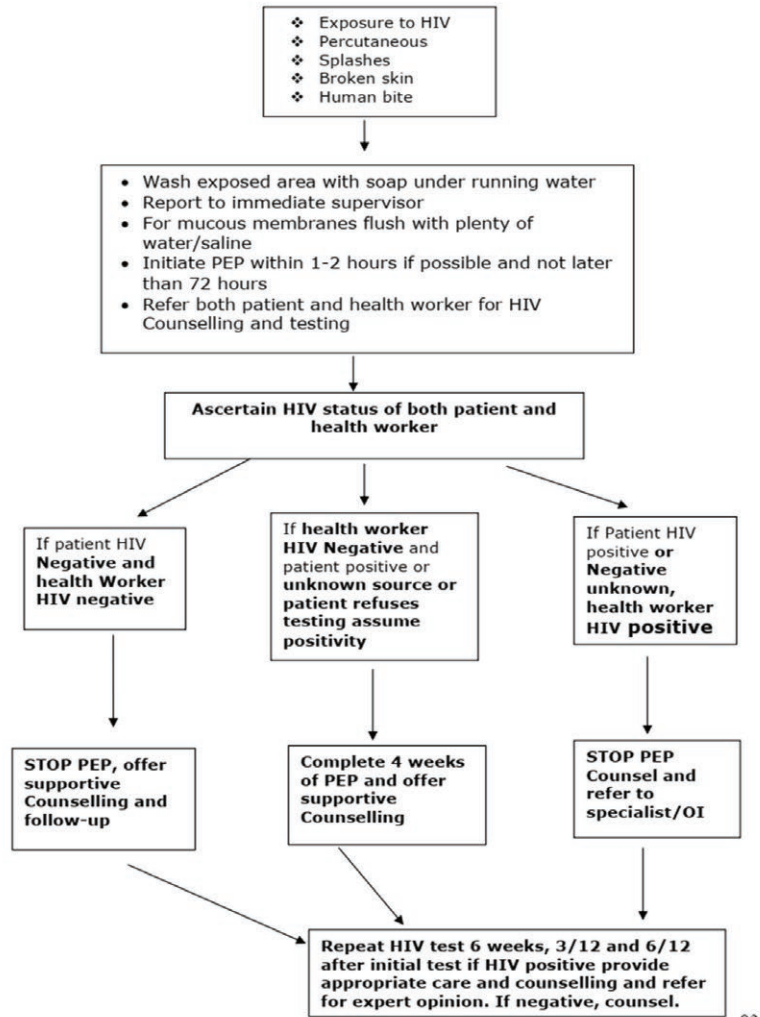
|   |   |   |                 |
|---|---|---|-----------------|
| Budiriro Polyclinic   | Date: ___/___/21                          | Time:   | Temperature: °C |
| Name:   | Age:                                      | Sex:  |                 |
| Address:  |   |   |                 |
| Purpose of visit: <input type="checkbox"/> H/W <input type="checkbox"/> Patient <input type="checkbox"/> Companion <input type="checkbox"/> Other visitor   |   |   |                 |
| 1. Have you been to an area reporting community transmission or in contact with a person who has been to such an area (local or abroad) in the past 14 days? Yes <input type="checkbox"/> No <input type="checkbox"/> |   |   |                 |
| 2. Have you been in contact with someone who was or is suspected to have COVID-19 in the past 14 days? Yes <input type="checkbox"/> No <input type="checkbox"/>   |   |   |                 |
| If yes to the above, please indicate the place: _____ date: _____   |   |   |                 |
| 3. Do you have any of the following symptoms:   |   |   |                 |
| <input type="checkbox"/> Fever  | <input type="checkbox"/> Sore throat      | <input type="checkbox"/> Difficulty breathing |                 |
| <input type="checkbox"/> Cough  | <input type="checkbox"/> Loss of appetite |   |                 |
| <input type="checkbox"/> Sneezing   | <input type="checkbox"/> Loss of taste    |   |                 |
| Route to follow: <input type="checkbox"/> Normal (cleared) <input type="checkbox"/> Isolate/transfer (risk identified)  |   |   |                 |

**Appendix I: Screening and triaging assessment tool**

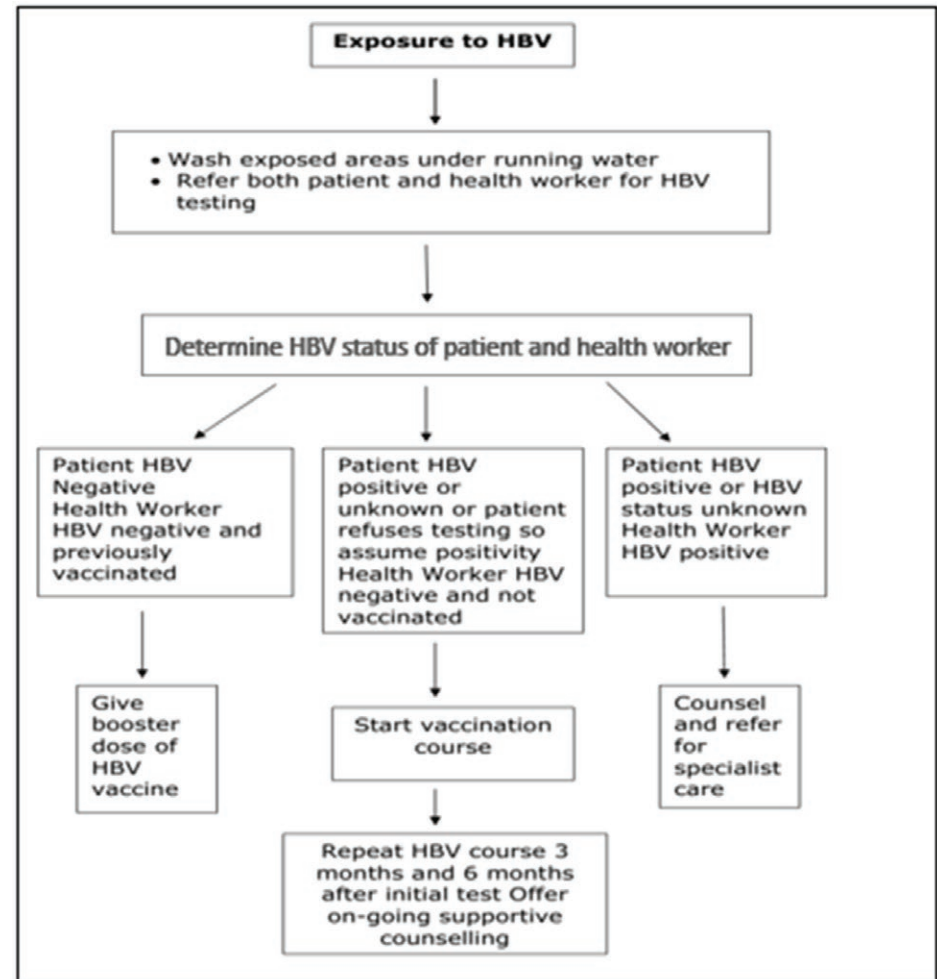
|  | Indicator   | Response                     |                             | Comments |
|--|---|------------------------------|-----------------------------|----------|
| <b>Screening and Triage at primary health facility</b> |   |                              |                             |          |
| 1.   | There is a clearly identifiable screening and triage area.  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |          |
| 2.   | The screening and triage area is away from patient care areas   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |          |
| 3.   | Staff stationed at the screening and triage area are trained on how to screen and triage everyone coming into the health facility | <input type="checkbox"/> Yes | <input type="checkbox"/> No |          |
| 4.   | Staff are screened daily before entry into the health facility  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |          |
| 5.   | There is adequate spacing between patients (minimum of 1m separation)   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |          |
| 6.   | Hand hygiene station is available (hand washing and / or alcohol-based hand rub)  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |          |
| 7.   | The proper wearing of masks is monitored and enforced   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |          |
| 8.   | A functional infrared no-touch thermometer is available <sup>1</sup>  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |          |
| 9.   | Screening forms and registers are available <sup>3</sup> and are consistently used  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |          |
| 10.  | There is an SOP for separation and isolation of patients with suspected COVID-19  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |          |
| 11.  | There are clear direction signs for clients to follow   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |          |

**Appendix J: PEP algorithms**

**Figure 12: Flow chart for HIV post exposure prophylaxis**



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**Appendix K: Job aid for diluting sodium hypochlorite**

| Product                             | Chlorine available | How to make 0.1%                | How to make 0.5%               | How to make 1%                   | How to make 2%                   |
|-------------------------------------|--------------------|---------------------------------|--------------------------------|----------------------------------|----------------------------------|
| Sodium hypochlorite liquid (bleach) | 3.5%               | 1 part bleach to 25 parts water | 1 part bleach to 6 parts water | 1 part bleach to 2.5 parts water | 4 parts bleach to 3 parts water  |
| Sodium hypochlorite liquid (bleach) | 5%                 | 1 part bleach to 49 parts water | 1 part bleach to 9 parts water | 1 part bleach to 4 parts water   | 1 part bleach to 1.5 parts water |

**Appendix L: Checklists for monitoring environmental cleaning (routine and terminal)**

**CHECK LIST FOR DAILY CLEANING OF PATIENTS' ROOMS**

**Instructions:** Tick 'Yes' against a standard that has been met, 'No' if not met and 'N/A' if not applicable or not available. Comment on areas that do not meet the standard.

**Ward:** \_\_\_\_\_

**Patient Room No.:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Completed by:** \_\_\_\_\_

**Designation:** \_\_\_\_\_

|   | Standard  | Yes | No | N/A | COMMENT |
|---|---|-----|----|-----|---------|
| 1 | Hand wash basin clean   |     |    |     |         |
| 2 | a. Soap dispensers are:<br>Clean<br>Stocked<br>Not expired<br><br>Disposable paper towel<br><br>Foot operated bin |     |    |     |         |
|   | b. Alcohol based hand rub<br>Clean<br>Stocked<br><br>Not expired  |     |    |     |         |
| 3 | Ceiling tiles, air vents, clean   |     |    |     |         |
| 4 | Sharps container not overloaded   |     |    |     |         |
| 5 | Waste bins emptied  |     |    |     |         |
| 6 | Equipment- i.e., IV and/or tube feeding pole and base, clean  |     |    |     |         |
| 7 | Computer keyboard and mouse or touch screen monitor clean   |     |    |     |         |
| 8 | Cabinet handles and surfaces clean and free of tape and hand prints   |     |    |     |         |



|    | <b>Standard</b>   | <b>Yes</b> | <b>No</b> | <b>N/A</b> | <b>COMMENT</b> |
|----|---|------------|-----------|------------|----------------|
| 9  | TV, front and back clean  |            |           |            |                |
| 10 | Bedside table surface clean   |            |           |            |                |
| 11 | Cardiac table surface clean   |            |           |            |                |
| 12 | Floors clean, not sticky and free of dust   |            |           |            |                |
| 13 | Telephone, hand set clean   |            |           |            |                |
| 14 | Remote control clean  |            |           |            |                |
| 15 | Room fan on countertop dust-free  |            |           |            |                |
| 16 | Sleeper couch/chair- clean  |            |           |            |                |
| 17 | Room chair arm rests, back, side, head rest, and seat clean   |            |           |            |                |
| 18 | Windows are clean on inside and ledges are dust free  |            |           |            |                |
| 19 | Countertops, desk area, and chair are clean   |            |           |            |                |
| 20 | Closet looks and smells clean   |            |           |            |                |
|    | <b>BED</b>  |            |           |            |                |
| 21 | All side rails are free of tape, and clean, including both sides of rails, crevices around controls, bottoms of rails |            |           |            |                |
| 22 | Frame is dust free  |            |           |            |                |
| 23 | Controls at foot of bed are clean and dust free   |            |           |            |                |
| 24 | Call light and cord are clean   |            |           |            |                |
|    | <b>BATHROOM</b>   |            |           |            |                |
| 23 | Sink and counters free of water spots and clean   |            |           |            |                |
| 25 | Soap dispensers are clean and stocked   |            |           |            |                |
| 26 | Lights are dust free and light switches clean   |            |           |            |                |
| 27 | Mirror clean is clean and dust free   |            |           |            |                |
| 28 | Toilet seat, floor around and behind toilet seat is clean   |            |           |            |                |



**CHECK LIST FOR DISCHARGE/TERMINAL CLEANING OF PATIENTS' ROOMS**

**Instructions:** Tick 'Yes' against a standard that has been met, 'No' if not met and 'N/A' if not applicable or not available. Comment on areas that do not meet the standard.

**Ward:** \_\_\_\_\_

**Patient Room No.:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Completed by:** \_\_\_\_\_

**Designation:** \_\_\_\_\_

|   | Standard   | Yes | No | N/A | Comments |
|---|--|-----|----|-----|----------|
| 1 | Room looks and smells clean upon entering  |     |    |     |          |
| 2 | Hand wash basin clean  |     |    |     |          |
| 3 | a. Soap dispensers<br>Clean<br><br>Stocked<br><br>Not expired<br><br>Disposable paper towel<br><br>Foot operated bin |     |    |     |          |
|   | b. Alcohol hand rub dispensers<br>Clean<br><br>Stocked<br><br>Not expired  |     |    |     |          |
| 4 | Ceiling and air vents clean  |     |    |     |          |
| 5 | Sharps container has been checked and changed if needed ( <i>not overfull</i> )                                      |     |    |     |          |
| 6 | Waste bins emptied and wiped clean   |     |    |     |          |
| 7 | Privacy curtains / screens changed   |     |    |     |          |
| 8 | Medicine drawers clean and free of supplies  |     |    |     |          |
| 9 | Cupboards cleaned clean and free of supplies   |     |    |     |          |

|    | <b>Standard</b>   | <b>Yes</b> | <b>No</b> | <b>N/A</b> | <b>Comments</b> |
|----|---|------------|-----------|------------|-----------------|
| 10 | Patient locker clean and free of supplies                           |            |           |            |                 |
| 11 | Stethoscope clean   |            |           |            |                 |
| 12 | Floors are clean, not sticky and free of dust                       |            |           |            |                 |
| 13 | Floor corners clean and free of dust                                |            |           |            |                 |
| 14 | Under bed clean and free of cob webs                                |            |           |            |                 |
| 15 | Cabinet handles and surfaces clean and free of tape and hand prints |            |           |            |                 |
| 16 | TV, front and back dusted and clean                                 |            |           |            |                 |
| 17 | Bedside table surface clean   |            |           |            |                 |
| 18 | Suction supplies removed  |            |           |            |                 |
| 19 | Suction canister emptied  |            |           |            |                 |
| 20 | Cardiac table surface clean, track for slider clean, base clean     |            |           |            |                 |
| 21 | Cardiac table: inside tray surfaces clean on both sides             |            |           |            |                 |
| 22 | Mirror clean  |            |           |            |                 |
| 23 | Telephone, and hand set are clean                                   |            |           |            |                 |
| 24 | Remote control is clean   |            |           |            |                 |
| 24 | Room fan on countertop is clean                                     |            |           |            |                 |
| 25 | Sleeper couch is opened and clean                                   |            |           |            |                 |
| 26 | Room chair arm rests, back, side, head rest, and seat are clean.    |            |           |            |                 |
| 27 | Windows are clean on inside and ledges are dust free.               |            |           |            |                 |
| 28 | Countertop, desk area, and chair are clean                          |            |           |            |                 |
|    | <b>BED</b>  |            |           |            |                 |
| 29 | Ledge above bed, over bed light, gas and suction heads clean        |            |           |            |                 |

|    | <b>Standard</b>  | <b>Yes</b> | <b>No</b> | <b>N/A</b> | <b>Comments</b> |
|----|--|------------|-----------|------------|-----------------|
| 30 | Pillows are clean and smell clean  |            |           |            |                 |
| 31 | All side rails are free of tape, both sides of rails, crevices around controls, bottoms of rails all clean |            |           |            |                 |
| 32 | Bed frame is dust free   |            |           |            |                 |
| 33 | Foot of bed are clean and dust free  |            |           |            |                 |
| 34 | Call light and cord are clean  |            |           |            |                 |
|    | <b>BATHROOM</b>  |            |           |            |                 |
| 35 | Ceiling, walls and floor without stains  |            |           |            |                 |
| 36 | Sink and counters free of stains, water spots and clean  |            |           |            |                 |
| 37 | Soap dispensers are clean and full   |            |           |            |                 |
| 38 | Lights are dust free   |            |           |            |                 |
| 39 | Light switches clean   |            |           |            |                 |
| 40 | Mirror clean   |            |           |            |                 |
| 41 | Shower handle clean and free of stains   |            |           |            |                 |
| 42 | Shower curtain clean   |            |           |            |                 |
| 43 | Shower drain is rust free  |            |           |            |                 |
| 44 | Toilet seat and rim clean, no hard water stains in bowl, base of toilet clean                              |            |           |            |                 |
| 45 | Floor around and behind toilet seat is clean   |            |           |            |                 |
| 46 | Pipes around toilet are free of water build up and clean   |            |           |            |                 |
| 47 | Bathroom smells clean, no odours   |            |           |            |                 |
|    | Bathroom door and handles are clean and free of handprints   |            |           |            |                 |



# INFECTION PREVENTION & CONTROL

**SHORT TRAINING SESSIONS  
FOR PRIMARY CARE FACILITIES:**  
*Facilitator's Guide*



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