Module 8. Infection Control

Goal

The goal for this module is to prepare participants to practice infection control effectively and apply the principles of standard (universal) precautions appropriately in everything they do with home care clients.

Time

3 hours

Activities	Teaching Methods	Time
1. Overview of Infection	Interactive presentation	30 minutes
2. Infection Control Strategies, Standard (Universal) Precautions, and Client Education	Interactive presentation, pairs work and discussion, large-group discussion	1 hour
3. Demonstration and Practice Lab: Hand Washing, Using Gloves, and Mixing Universal Solutions	Interactive presentation and demonstration, practice triads, large-group discussion	1 hour
4. Demonstration: Disposing of Wastes	Interactive presentation and demonstration	30 minutes

Module 8. Infection Control

Supplies

- Flip chart, markers, and tape
- Paper and pencils
- Index cards
- Access to at least one sink (for hand washing) or several basins
- Paper towels, antimicrobial liquid soap
- Disposable gloves in range of available sizes
- Disposable aprons, masks, eye protectors
- Liquid bleach, white vinegar, large containers of water, basins for mixing, plastic funnels, and containers for storing universal solutions
- Plastic garbage bags
- Trash cans

Learner's Book

1. Infections and Germs
2. Modes of Transmission: How Germs Spread
3. Risk Factors: Who Is Most Likely to Get Sick from Germs?
4. Signs of Infection
5. Infection Control and Standard (Universal) Precautions
6. Strategies for Controlling Infections
7. Washing Your Hands
8. Wearing Gloves and Other PPE
9. Cleaning Up Germs
10. Making Cleaning Products
11. Touching and Washing Dirty Laundry Safely
12. Getting Rid of Wastes Safely
13. Getting Rid of Sharps Safely

Skills Checklists

- Skills Checklist 1. Washing Your Hands (DOH Procedure Checklists XII-1 and A-1)
- Skills Checklist 2. Putting On and Taking Off Gloves (no DOH Procedure Checklist)

Module 8. Infection Control

Handouts

- Handout 1. Key Terms
- Handout 2. Summary of Key Information

Advance Preparation

Review all the training instructions and learner's materials for this module. Note that icons are used to remind the trainer of the following:

 When you are *presenting* or covering Key Content *in the discussion*. (Key Content is also addressed in the Learner's Book and the handouts, but we use the "key" icon only when it is covered elsewhere in the learning process.)

 When it is important to ask a particular question to get participants' input.

 When it is time to refer to the Learner's Book.

 When it is time to distribute a skills checklist.

 When it is time to distribute and discuss a handout.

Copy all handouts for participants.

Prepare copies of the skills checklists. You will need one copy for each participant, to be collected and reused for subsequent trainings. Laminating the skills checklists will make them more durable and reusable.

Gather all necessary supplies and equipment.

Please note that the Key Content is meant to be background information for the trainer. DO NOT READ OUT LOUD TO PARTICIPANTS.

Module 8. Infection Control

Activity 1. Overview of Infection

Prepare the following flip chart pages:

- "Learning Agenda" (Step 2)
- "Chain of Infection" (Step 5)
- "MODES OF TRANSMISSION: How Germs Travel" (Step 7)
- "Body Fluids and Bloodborne Diseases" (Step 8)

Activity 2. Infection Control Strategies, Standard (Universal) Precautions, and Client Education

Using **6. Strategies for Controlling Infections** in the Learner's Book, print each infection control strategy on a piece of paper, 8½-inch by 5½-inch (half-sheets), or 5-inch by 8-inch index card. If using colored paper, use the same color for each flip chart exercise in this activity (see next instructions). Laminating the half-sheets is highly recommended to allow for reuse.

Do the same for the rules under "When Should You Wash Your Hands?" from **7. Washing Your Hands**, and for the rules under "When To Wear Gloves" from **8. Wearing Gloves and Other PPE**.

Create the same kind of card for the four types of household disinfectant—detergent and hot water, bleach and hot water, vinegar and water, and commercial disinfectants described in **9. Cleaning Up Germs**.

Prepare the following flip chart pages:

- "Preventing and Controlling the Spread of Germs" (Step 4)
- "When to Wash Your Hands" (Step 7)
- "When to Wear Gloves" (Step 10)
- "Household Disinfecting Solutions" (Step 13)

Activity 3. Demonstration and Practice Lab: Hand Washing, Using Gloves, and Mixing Universal Solutions

Set up enough workstations around the room so that there is one station for each group of three participants. At these stations, set out supplies for the following:

- Hand washing
- Putting on and removing gloves
- Mixing bleach solution
- Mixing vinegar solution

Place copies of **Skills Checklists 1** and **2** at the workstations (one set for each participant). These will be used by the observers during practice lab.

Skills Checklist 1. **Washing Your Hands** (DOH Procedure Checklists XII-1 and A-1) requires a return demonstration. Trainers should be prepared with additional copies of the checklist to document every participant's return demonstration. Also, it would be helpful to have several trainers or qualified staff available to observe and evaluate return demonstrations. If not, you may need to plan additional time, now or later in the training, to observe and document return demonstrations.

Activity 4. Demonstration: Disposing of Wastes

Prepare one workstation to demonstrate proper handling of laundry and appropriate waste disposal.

Activity 1. Overview of Infection

30 minutes

Learning Outcomes

By the end of this activity, participants will be able to:

Define the terms "infection" and "germs."

Name the three main phases of the chain of infection.

Explain how infections spread.

List body fluids that can spread infections.

Name four symptoms of infection.

Identify groups of people who are most vulnerable to infection.

Key Content

- Infections are conditions or diseases that happen when germs enter the body and grow.
- Germs are microorganisms (i.e., tiny living things) that are virtually everywhere inside and outside our bodies. Germs are also called "pathogens." Some germs are considered helpful; others cause diseases. Types of germs are bacteria, viruses, fungi, and parasites.
- The chain of infection involves the initial host for the germs (a person, place, or carrier), a way to move out of the host, and a way to move into a new host.
- Germs can be passed through body fluids, through the air, by animals and insects, and through food. These are called "modes of transmission."
- Body fluids that can spread infections are: blood, urine, feces, vomit, mucus, vaginal discharge, semen, and saliva.

- Symptoms of infection include redness of tissue, swelling, discharge, warmth, or pain in the infected area, fever, chills, nausea, vomiting, or fatigue.

- The people who are most likely to become infected after exposure to germs are those who are very young or very old, are already sick, have inadequate nutrition, poor hygiene, weakened immune systems, or are feeling tired or stressed. These are considered to be "risk factors" for infection.

- It is important for health care workers to control infections. Thus, direct-care workers must work to prevent the spread of germs.

Activity Steps

Teaching Tips

Throughout this training, as in this module, the selection and sequence of training methodologies follows well-established principles for adult learner-centered education. Timing may vary in some steps or some activities, but to maximize participant learning, every effort should be made to follow the teaching instructions. Participants will not likely retain critical information if taught through a lecture format. See "Adult Learner-Centered Training: An Introduction for Educators in Home and Residential Care" (PHI, November 2008[1]) for more information about principles of adult learner-centered training and specifics about using each training methodology to its greatest advantage.

In this activity, interactive presentations are interspersed with brainstorming to show participants that, as a group, they already know quite a bit about this topic. Brainstorming also allows the trainer to assess just how much participants do already know and how to pace the presentations.

In Activity 2, the brainstorming is done in pairs. This is important for several reasons: to keep learners engaged and attentive (even brainstorming can be repetitive and ineffective if overused); to make sure that every participant gets involved (brainstorming can easily be dominated by a few individuals, especially in early stages of training); to show participants that they can learn

[1] Available for free download at http://phinational.org/training/resources/alct/

from each other; and to begin developing teamwork. Working in pairs also decreases the sense of shame or failure when a task is not done exactly right, or when all the answers aren't what the trainer was looking for. Ensuring and reinforcing successful learning at the beginning is very important in a long and intense training program.

Interactive Presentation—30 minutes

1. **Introduce the module.** Explain that protecting clients from infectious disease is an important part of a direct-care worker's job. It is equally important for direct-care workers to protect themselves from infections that could limit their ability to work. Also, if the direct-care worker becomes ill, she or he may pass disease to others. In this module, participants will learn about several important ways to control the spread of germs that cause infections. "Infection control" refers to all the strategies that are used to control and limit the spread of infection**.**

2. **Introduce the "Learning Agenda**." Post and review the prepared flip chart page with the topics to be covered in this module.

Flip Chart

LEARNING AGENDA: Infection Control

- What infections are and how they are spread
- Strategies to control the spread of infections
- Definition of standard (universal) precautions
- Key strategies:
  - ✓ Hand washing
  - ✓ Use of gloves
  - ✓ Disinfecting
  - ✓ Disposing of wastes

3. **Assess current understanding of terms.** Begin by asking:

   ? *What does the word "infection" mean to you?*
   ? *What are some examples of infections?*
   ? *What is a germ?*

4. **Review definitions.** After hearing two or three responses to each question, refer to **1. Infections and Germs** in the Learner's Book. Note that germs are nearly everywhere—in the air, on things you touch, on your hands, in your nose. Some germs are considered good and help you stay healthy, but others cause infections and illnesses. For health care workers, it is important to try to keep infections from spreading. They can do this by stopping the germs from spreading.

5. **Explain how infection spreads.** Post and review the prepared flip chart page on "Chain of Infection."

Flip Chart

CHAIN OF INFECTION

Three things are required to keep infections going:

- A host for the germs—person, place, animal. The host may not even show signs of infection or illness
- A way to move out of the host
- A way to move into a new host

6. **Give additional information**. It is important to note to participants that the original "host" may not show any signs of infection, and may never get sick—this person is called a "carrier." This will be important later when you discuss standard (universal) precautions. For now, it is safe to assume that direct-care workers will come in contact with clients who are being treated for infections or infectious diseases. The client is the first host.

7. **Facilitate brainstorming**. Ask about the ways that germs can move out of the host—that is, how are germs spread? Write participants' answers on the prepared flip chart page.

Flip Chart

MODES OF TRANSMISSION:
How Germs Travel

Teaching Tip

Responses that you are looking for include:

- In the air (sneezing, coughing, etc.)
- Contact with body fluids
- Contact with animals
- Insects
- Food and water
- Skin-to-skin contact

8. **Expand on "body fluids."** Post the flip chart page, "Body Fluids and Bloodborne Diseases," and ask the following questions. Write participants' answers on the flip chart page.

? *What body fluids could a direct-care worker come in contact with that may contain germs?* [Answers: blood, urine, feces, mucus, vomit, semen, vaginal secretions, saliva, and sweat]

? *What diseases are spread through blood?* [Answers: HIV (human immunodeficiency virus), and hepatitis B and C]

Teaching Tip

Participants will probably know that HIV (or AIDS) is spread through blood. They will probably not know about hepatitis B and C, so you will most likely add those.

Flip Chart

BODY FLUIDS AND
BLOODBORNE DISEASES

Body fluids:

Bloodborne diseases:

9. **Continue large-group discussion**. Following the path of infection, explain that now the germs have found a way to the potential new host. Note that participants will learn in **Body Systems and Common Diseases** that the skin is the first layer of defense against infections and a lot of germs never get any further. Ask:

? *So, how will the germs get past the skin barrier in the new host?*

Refer back to the flip chart page, "MODES OF TRANSMISSION: How Germs Travel," and for each pathway, consider how that traveling germ could get into a new host. After completing this discussion, refer to **2. Modes of Transmission: How Germs Spread** in the Learner's Book and review any information not mentioned during the discussion.

Teaching Tip

Responses that you are looking for [for each pathway]:

- [In the air] Breathing the germs in (to the lungs)
- [Contact with body fluids] Contact with mucus membranes (eyes, mouth, vagina, anus); or directly into a scratch or cut; or being stuck by a sharp instrument used by an infected person
- [Contact with animals] Animal bites
- [Insects] Insect bites
- [Food and water] Eating and drinking
- [Skin-to-skin contact] Open sores or cuts; plus some infections affect the skin (e.g., scabies, lice); skin contact is all it takes to spread

10. **Facilitate brainstorming**. Note that not everyone who is exposed to germs will become infected or get sick. Ask:

    ? *Who are the people most likely to become sick after exposure to germs?*

    Teaching Tip

    Responses that you are looking for include:

    - Children (babies especially) and elders
    - People who are already sick
    - People with poor nutrition
    - People whose immune systems are weak (due to long-term illness, chemotherapy, or auto-immune diseases)
    - People with poor personal hygiene or with poor living conditions
    - People who are over-tired or stressed

    📖 After brainstorming answers, refer to **3. Risk Factors: Who Is Most Likely to Get Sick from Germs?** in the Learner's Book and identify any populations on the list not mentioned in the brainstorming.

11. **Lead large-group discussion**. Ask:

    ? *What are the symptoms or signs that someone may have an infection?*

    📖 After a few responses, refer to **4. Signs of Infection** in the Learner's Book. Review the list, noting which ones they already mentioned and which ones they did not. Note that some infections happen around or within a cut or wound, and others affect internal organs or body systems. Identify which symptoms go with which kind of infection.

12. **Wrap up the presentation**. Note that several of these groups of people who are especially susceptible to infection are the very people that participants will work with as direct-care workers. Thus, it is especially important for them to practice infection control—so they protect the clients from exposure to "new" germs, and so that they protect themselves from exposure to germs that the clients may be carrying. In the next activity, they will focus on infection control strategies based on what they have just learned.

Activity 2. Infection Control Strategies, Standard (Universal) Precautions, and Client Education

1 hour

Learning Outcomes

By the end of this activity, participants will be able to:

Define "infection control."

Explain why "standard (universal) precautions" are important for infection control.

List eight ways that a direct-care worker can help to prevent the spread of germs.

Explain when a direct-care worker should wash his or her hands.

Explain when a direct-care worker should use gloves.

Describe how to handle and wash soiled clothing or linens.

Explain which household disinfecting solutions to use for different needs.

Key Content

- Infection control is any activity that prevents or stops the spread of germs.
- Because some infections have no symptoms, particularly those that infect internal body systems, there is no way to be sure that a client does not have an infection. Thus, the best way to prevent transmission of disease between direct-care workers and clients is to assume that contact with *all* body fluids from *every* client carries a risk of infection.

- Using "standard (universal) precautions" means using infection control practices to prevent contact with all clients' body fluids. The terms "standard precautions" and "universal precautions" mean the same thing and are both currently in use in the health care community.

- The key steps for standard (universal) precautions are the use of gloves, wearing an apron, a mask, and eye protectors, and proper handling and disposal of linens and wastes that contain body fluids and of sharp instruments that could cut or jab the worker.

- Hand washing is the single most important infection control activity. Direct-care workers should wash their hands before and after contact with clients. They should also be aware of when they have touched a potentially contaminated surface and wash their hands to prevent spreading germs to themselves.

- Using gloves when handling all body fluids is another major component of infection control (and a key component of standard (universal) precautions). The challenge is to identify where contact with body fluids might occur (e.g., in soiled bed sheets) and to think ahead about when that might happen.

- Disinfecting surfaces in the bathroom and the kitchen, using universal solutions made with bleach and with vinegar, can also help to prevent spread of germs. Soiled linens and clothing (including uniforms) can also spread infection, so disinfecting is important in handling and cleaning laundry as well.

- Staying healthy is one of the direct-care worker's main responsibilities. If the worker is sick, he or she should stay home. A simple cold for the worker could turn into something much worse for a client who is vulnerable to infection.

- Clients can also help to prevent the spread of germs if they are aware of the need. Some clients may be confused or concerned about the use of gloves and disinfectants. Explaining that "standard (universal) precautions" mean that this is done with *all* clients, regardless of their diagnosis or condition, may help to relieve anxiety. Explaining infection control and standard (universal) precautions to clients is thus part of the direct-care worker's educational role.

Activity Steps

Interactive Presentation—5 minutes

1.  **Introduce key concepts.** Explain the first two bullets of **Key Content**, the definition of infection control and standard (universal) precautions.

    After presenting the information and taking questions, refer to **5. Infection Control and Standard (Universal) Precautions** in the Learner's Book.

   Teaching Tip
   It may be confusing for participants to see "standard (universal) precautions" throughout this curriculum. However, both terms are currently in use in the health care community. Therefore, participants need to be familiar with both terms and know that they mean the same thing.

Pairs Work—5 minutes

2. **Set up pairs work.** Ask participants to form pairs. Distribute the 8½-inch by 5½-inch papers ("cards") with the 16 strategies from **6. Strategies for Controlling Infections** in the Learner's Book (see **Advance Preparation**). Give one or two cards to each pair and keep any extra cards for yourself.

   Teaching Tip
   You want participants to feel engaged in the learning, but not overwhelmed. That is why we suggest a maximum of two cards to each pair. However, if you have a small group—e.g. eight or fewer participants—you would not have very many pairs and only half the cards, at most, would be give out. You can judge if your participants would be able to work with more cards, and can perhaps do a second round of distributing cards, after you see that this is a successful learning strategy for them.

3. **Begin pairs work**. Explain that there are many ways a direct-care worker can prevent the spread of germs. Each of their cards describes one of those ways. Ask each pair to read their card together, figure out how it helps to prevent or control the spread of germs, and then plan a brief explanation for the rest of the group. Encourage participants to look back at the flip chart pages, and **2** in their Learner's Books about

infection and how it spreads, in order to explain how the strategy on their card would help. They will have five minutes to prepare, and can consult with the trainer if they have questions.

Large-Group Discussion—10 minutes

4. **Facilitate reporting back to the large group**. Starting with the pair who has "Wash your hands," ask the two participants to read their card and explain why washing one's hands helps to prevent or control the spread of infection. Ask if there are any questions. Make additional comments or corrections, as needed. After each card is read and explained, tape it to a flip chart page titled "Preventing and Controlling the Spread of Germs." Note, again, that this information is in their Learner's Books and they can review it later.

Flip Chart

PREVENTING AND CONTROLLING THE SPREAD OF GERMS

5. **Repeat this process for each rule**. Continue with the remaining cards, in the order they are listed in **6** in the Learner's Book. If you had extra cards that were not distributed, explain them and post on the flip chart page with the others.

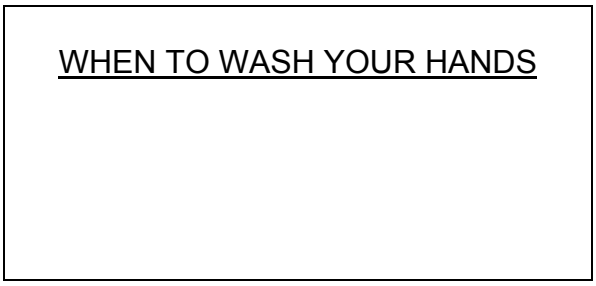
Pairs Work and Discussion—10 minutes

6. **Conduct brainstorming in pairs**. Ask each pair to brainstorm and list all the times when a direct-care worker should wash his or her hands. Give them about 3 minutes.

Teaching Tip
While the pairs are working, post the flip chart page, "When to Wash Your Hands," and find the cards based on the bullets from **7. Washing Your Hands** in the Learner's Book (see **Advance Preparation**).

7. **Facilitate reporting back to the large group**. Have each pair read one of their "times." If it matches one from the list on **7**, find the matching card and tape it on the flip chart page titled "When to Wash Your Hands."

Flip Chart



Teaching Tips

If the participants suggest something that is not on the list, but makes sense, add it to the flip chart page with a marker.

If they suggest something that doesn't make sense, briefly explain why and go on to the next idea.

8. **Review additional cards**. After each pair has had at least one turn, post and briefly explain the cards that you are still holding (if any). Note that they will learn how to wash their hands properly during the next activity.

Pairs Work and Discussion—10 minutes

9. **Set up pairs work**. Ask each pair to brainstorm and list all the times when a direct-care worker should use gloves. Remind them that this is most important to prevent contact with body fluids.

Teaching Tip

While the pairs are working, post the flip chart page, "When to Wear Gloves," and find the cards based on the bullets from **8. Wearing Gloves and Other PPE** in the Learner's Book (see **Advance Preparation**).

10. **Facilitate reporting back to the large group**. Have each pair read one of their "times." As before, if it matches an item from the list in the Learner's Book (**Section 8)**, find the matching card and tape it on the flip chart paper titled "When to Wear Gloves."

Flip Chart

WHEN TO WEAR GLOVES

11. **Review additional cards**. After each pair has had at least one turn, post and briefly explain the cards that you are still holding (if any). Note that they will learn how to put on and take off gloves, to avoid contamination, during the next activity.

Interactive Presentation—15 minutes

12. **Highlight key points**. Briefly review the following topics, based on Key Content, and **Sections 9. Cleaning Up Germs** and **10. Making Cleaning Products** in the Learner's Book.

- Disinfecting equipment, bathrooms, and kitchens; when to use commercial detergents; when to use universal solutions; composition of bleach solution and vinegar solution.
- Keeping oneself healthy and staying home from work when sick.
- The importance of including clients in infection control strategies and how to inform them about their role.

Pairs Work—5 minutes

13. **Set up pairs work**. For a quick review, take all the cards off the flip chart pages—"Preventing and Controlling the Spread of Germs," "When to Wash Your Hands" and "When to Wear Gloves." Post a new flip chart page, titled "Household

Disinfecting Solutions," and add the cards on detergents and solutions into the pile (see **Advance Preparation**). Mix up the cards and distribute them at random to all the pairs until all the cards have been handed out. Each pair must figure out which category each of their cards goes with, and tape it on the flip chart page.

Flip Chart

PREVENTING AND CONTROLLING THE SPREAD OF GERMS

Flip Chart

WHEN TO WASH YOUR HANDS

Flip Chart

WHEN TO WEAR GLOVES

Flip Chart

HOUSEHOLD DISINFECTING SOLUTIONS

Teaching Tip

If there is limited time for this review, instead of taking off all the cards, you can select several cards from each flip chart page—enough for one or two for each pair—and distribute those. It will be less challenging, but still energizing and fun for the participants to show what they remember!

14. **Go over results**. Read the cards on each flip chart page, moving cards to the correct page, if necessary.

15.  **Wrap up activity.** Congratulate everyone for all their hard work! Refer to **5–10** in the Learner's Book, which support this activity. Note that next they will learn how to *do* some of these key action steps.

Activity 3. Demonstration and Practice Lab: Hand Washing, Using Gloves, and Mixing Universal Solutions

1 hour

Learning Outcomes

By the end of this activity, participants will be able to:

Demonstrate the steps in proper hand washing.

Demonstrate the steps in putting on and removing gloves.

Demonstrate how to mix a universal solution with bleach and with vinegar.

Key Content

- Proper technique for hand washing and using gloves is important for effective infection control. These will be demonstrated in this activity, and participants will have a chance to practice.
- Wearing an apron is relatively common during personal care. The use of masks and protective eye wear is less common, but participants need to know when and how to use them.
- The bleach solution is made with one part bleach and ten parts water. This is used for disinfecting surfaces that may be used for eating or washing.
- The vinegar solution is made with one part vinegar and three parts water. This is used for deodorizing items like bedpans and urinals.

- Hand washing and proper use of gloves are skills that participants will continue to practice throughout the training. They will also apply their knowledge about when and how to implement other action steps of infection control while assisting clients with activities of daily living. The purpose of this activity is to be sure that participants are clear about the proper techniques—proficiency will come with practice.

Activity Steps

Interactive Presentation and Demonstration—10 minutes

1. **Introduce activity.** Explain to participants that in the last activity they learned about the importance of washing hands, wearing gloves, and using disinfectants. In this activity they will learn how to make cleaning products, properly wash their hands, and put on and take off gloves.

2. **Conduct first demonstration.** Go to a workstation and ask everyone to circle around so they can see. Following the steps in **10. Making Cleaning Products**, demonstrate the steps for mixing the universal solution (bleach and water). Explain to participants that they should watch the demonstration without taking notes, as **10** shows all the steps. After the demonstration, ask participants if they have questions. Ask:

   ? *What should be cleaned with the bleach and water solution?*

3. **Conduct second demonstration.** Next demonstrate mixing a vinegar and water solution. Ask participants if they have questions about the procedure. Ask:

   ? *What should be cleaned with a vinegar solution?*

Practice Triads—20 minutes

4. **Set up triads.** Explain to participants that most of the practice labs in this training will be conducted through practice teams—usually triads (teams of three). By working in teams, participants are able to support each other while learning. They can reinforce what they were taught by observing others and helping them to follow the guidelines for each skill. Ask participants to form triads for this practice lab.

5. **Match teams with materials**. Point out the workstations that are set up around the training space. Ask each team to go to a workstation.

6. **Note the ongoing role of the trainer(s).** Explain that the trainer(s) will be moving around the room to assess how participants are doing, to answer questions, and to provide additional instruction as necessary.

7. **Give instructions.** In their triads, explain that participants will take turns practicing mixing the two cleaning solutions. While one person is practicing the task, the other team members should follow along with **10. Making Cleaning Products** in the Learner's Book and provide encouragement when needed. After one participant completes the bleach solution, switch roles, so that the second participant, and then the third, can practice mixing the solution. Then do the same with the vinegar solution.

8. **Transition to next demonstration.** When participants have completed their skills practice, call participants back to the large group for the next demonstration.

Demonstration and Large-Group Discussion—10 minutes

9. **Conduct third demonstration.** Ask participants to gather around a workstation. Following the steps in **Skills Checklist 1. Washing Your Hands**, demonstrate how to properly wash one's hands. Explain each step; then take questions.

10. **Conduct fourth demonstration.** Following the steps in **Skills Checklist 2. Putting On and Taking Off Gloves**, demonstrate how to properly put on and take off gloves. Explain each step; then take questions.

11. **Distribute Skills Checklists and lead large-group discussion.** Following the demonstrations, distribute **Skills Checklists 1** and **2**.

    Give participants a chance to review the checklists, and then ask, as a review:

    What steps are most important to ensure that your hands are clean and you won't spread germs?

    When should you wash your hands?

    How do you get gloves off without spreading germs?

    When is it most important to wear gloves?

Practice Triads—20 minutes

12. **Set up triads**. Ask participants to return in their triads to the workstations. Each person should practice hand washing while the other members of the team use the checklist to observe and encourage the person practicing. Do the same for putting on/taking off gloves.

13. **Note the ongoing role of the trainer(s).** Explain that the trainer(s) will be moving around the room to assess how participants are doing, to answer questions, and to provide additional instruction as necessary.

14. **Wrap up activity**. When participants have completed their skills practice, or when the time has run out, call participants back to the large group and answer any questions participants may have.

> **Teaching Tip**
> If there is enough time, make sure each participant is given an opportunity to do their hand washing return demonstration. This demonstration should be assessed at a workstation with a working sink.

Activity 4. Demonstration: Disposing of Wastes

30 minutes

Learning Outcomes

By the end of this activity, participants will be able to:

Explain when a direct-care worker should wear an apron, mask, or protective eye wear.

Describe how to handle soiled linens.

Describe how to dispose of wastes with body fluids.

Describe how to dispose of sharp instruments.

Key Content

- Soiled linens and clothing should not be set down on any surface. They should go directly into a nonporous laundry bag. There are specific guidelines for cleaning with bleach (whites) or vinegar solution (colored clothing).
- Wastes that contain body fluids are never set down on any surface, but are immediately double-bagged in garbage bags.
- Used needles, syringes, razor blades, and other sharp instruments must be placed in puncture-proof plastic or metal containers with secure lids.

Activity Steps

Interactive Presentation and Demonstration—30 minutes

1. **Introduce activity.** For each of the topics in this activity, the trainer will demonstrate proper procedure, then refer to the appropriate section in the Learner's Book and review it with participants. All materials and supplies should be ready in advance (see **Advance Preparation**).

2. **Conduct first demonstration.** Following the guidelines in **11. Touching and Washing Dirty Laundry Safely**, demonstrate how to handle dirty laundry. Explain each step and answer participants' questions.

3. **Lead large-group discussion.** Refer to **11** in the Learner's Book.

   Give participants a chance to review **11** and then ask:

   - *How can you prevent the spread of germs when doing a client's laundry?*
   - *How is doing a client's laundry different from what you do at home?*
   - *Are there any other questions about the procedures for handling laundry?*

4. **Conduct second demonstration**. Review what is defined as "wastes" and how to dispose of them. Then following the guidelines in **12. Getting Rid of Wastes Safely**, demonstrate how to dispose of waste materials properly. Explain each step and answer any questions.

5. **Lead large-group discussion**. Refer to **12** in the Learner's Book.

   Give participants a chance to review **12**. Ask:

   - *How many plastic bags are needed to dispose of waste materials safely?*
   - *How do the guidelines protect you from spreading germs?*

6. **Conduct third demonstration**. Define "sharps" and why they are dangerous. Following the guidelines in **13. Getting Rid of Sharps Safely**, demonstrate how to properly dispose of sharps. Explain the steps and ask for questions.

7.  **Lead large-group discussion**. Refer to **Handout 13** in the Learner's Book**.**

   Give participants a chance to review it. Ask:

   - *What items qualify as sharps and need to be disposed of in a special way?*
   - *How can you help the client dispose of sharps safely?*
   - *What are the special safety rules associated with needles and syringes?*

8.  **Summarize the module.** Distribute and review **Handout 1. Key Terms** and **Handout 2. Summary of Key Information**. Ask participants if they have any questions.

Learner's Book

Module 8. Infection Control

Activity 1. Overview of Infection

1. Infections and Germs

2. Modes of Transmission: How Germs Spread

3. Risk Factors: Who Is Most Likely to Get Sick from Germs?

4. Signs of Infection

Activity 2. Infection Control Strategies, Standard (Universal) Precautions, and Client Education

5. Infection Control and Standard (Universal) Precautions

6. Strategies for Controlling Infections

7. Washing Your Hands

8. Wearing Gloves and Other PPE

9. Cleaning Up Germs

10. Making Cleaning Products

Module 8. Infection Control

Activity 3. Demonstration and Practice Lab: Hand Washing, Using Gloves, and Mixing Solutions

Skills Checklist 1. Washing Your Hands

Skills Checklist 2. Putting On and Taking Off Gloves

Activity 4. Demonstration. Disposing of Wastes

11. Touching and Washing Dirty Laundry Safely

12. Getting Rid of Wastes Safely

13. Getting Rid of Sharps Safely

Module 8. Infection Control

1. Infections and Germs

It's important to understand infections and how they spread. Here's what you need to know.

What are infections?

Infections are problems or diseases that are caused by germs spreading inside the body.

Examples:

- Urinary tract infection (UTI)
- Infected wound on the skin
- Respiratory infection (the common cold)
- Stomach or intestinal infection

What are germs?

Germs (or "pathogens") are microorganisms, which are tiny living things. Germs live almost everywhere, inside and outside our bodies. Microorganisms grow best in warm, moist environments.

Some germs actually help people. But others cause problems or diseases.

Types of germs include:

- Bacteria
- Fungi
- Parasites
- Viruses

2. Modes of Transmission: How Germs Spread

The Chain of Infection—Infection is spread in 3 stages:

Stage 1: Germs live in a **host.** The host may be a person or an animal.

Stage 2: The germs **move out** of the first host.

Stage 3: The germs **move into** a new host.

Modes of Transmission

How a germ, or pathogen, gets from one host to another is called the "mode of transmission." Germs can travel:

- **Through the air ("airborne")**

The first host coughs or sneezes. The new host breathes in the germs. Or the drops of moisture land on an object. The new host touches it and then touches their mouth or eyes. (Examples: the common cold, the flu, streptococcus bacteria, tuberculosis, diphtheria)

- **Through animal and insect bites**

An insect or animal bites someone who is infected, and then spreads the infection to the next person it bites. (Examples: malaria, rabies, West Nile virus)

- **Through eating or drinking infected food or water**

The first host gets their germs on food or water (by sneezing, coughing, or touching). The new host then eats that food or drinks the water. (Examples: *Escherichia coli* ["E. coli"], hepatitis A, and cholera)

2. Modes of Transmission: How Germs Spread

- **Through direct touching**

The first host and the new host touch each other. Germs move from one open sore to another, or from skin to skin. (Examples: scabies, lice, herpes)

- **Through body fluids** (Examples: HIV/AIDS and hepatitis B and C)

Germs can leave the first host in:

- Blood
- Fluid or pus from a cut
- Saliva
- Mucus from the mouth and throat (sputum)
- Stools (feces, or bowel movement)
- Urine
- Semen or vaginal fluid
- Vomit (throw-up)

[Please note: Sweat is NOT included in this list.]

Germs from the host's body fluids can get into the new host when:

- The new host gets stuck by a needle or other sharp item that has the host's body fluid on it.
- The new host has an open cut or scratch that touches the host's body fluids.
- There is contact with mucus membranes, like inside the mouth or vagina of the new host.

2. Modes of Transmission: How Germs Spread

Hospital-Acquired Infections

Infections can easily spread in hospitals through touch and airborne transmission. These infections include pneumonia, staph infection, MRSA (a type of staph infection), and C. Diff (*Clostridium difficile*).

Any of these can infections can be deadly. This is why people who work in hospitals, patients, and visitors all need to wash their hands carefully before touching objects or people. Also, supplies need to be kept in sterile containers and equipment has to be sterilized before being reused.

3. Risk Factors: Who Is Most Likely to Get Sick from Germs?

Some people are more likely than others to get sick from germs. They are **susceptible** to germs. Susceptible people may have one or more of the following "risk factors" for getting infections.

Susceptible people may be:

- Already sick
- Feeling stressed
- Very old
- Very tired
- Very young

Susceptible people may be people who:

- Don't eat a healthy diet
- Don't wash their hands well
- Have a weak immune system. That means their body is not good at fighting off things from outside.

4. Signs of Infection

It's important to know the signs of infection. Here's what to look for.

If a cut is infected:

- Fluid may come out of the cut
- The cut may hurt
- The skin around the cut may be red and puffy. It may feel warm

If a body part or body system is infected, a client may feel:

- Pain in the infected area
- Sick to their stomach, or throw up
- Very hot or cold
- Very tired

5. Infection Control and Standard (Universal) Precautions

What is infection control?

Infection control is anything you do to prevent or stop germs from spreading.

Take these steps to control infections:

- Wash your hands.
- Do not touch clients' body fluids.
- Wear gloves, an apron, and a mask, as needed.
- Get rid of germs on things and in work areas.
- Put waste in the right place.
- Avoid handling sharps after the client has used them.

What are standard (universal) precautions?

You cannot always tell if someone is infected just by looking at them. So you need to follow the steps for infection control **every time** you work with a client. The strategy of doing this every time, with every client, is called **standard precautions**. It is also sometimes called **universal precautions**. (They mean the same thing.)

Focus on Bloodborne Diseases

Bloodborne diseases are caused by germs that can travel in blood (and other body fluids). These include AIDS (which is caused by the human immunodeficiency virus--HIV) and hepatitis B and C.

Use standard precautions (practice infection control with every client) to protect yourself and others from bloodborne diseases. As a health care worker, you will also get vaccinated against hepatitis B.

Remember: You can NOT get a bloodborne disease just from touching, hugging, or being in the same room with a client who has a bloodborne disease. These clients need the same caring, kindness, and attention that you give to any other client.

6. Strategies for Controlling Infections

It's important to understand how to control infections.

Follow these general rules.

To keep germs from spreading:

- Cover your mouth when you cough or sneeze.
- Do **not** come to work when you're sick.
- Eat a healthy diet.
- Keep your nails short.
- Wash your hands.
- Wear a mask and gloves, as needed.
- Wear simple jewelry.

Follow these specific rules.

When you cook:

- Clean cooking areas before and after cooking meat, fish, and poultry.
- Put away food carefully.
- Rinse can tops before opening them.
- Wash fruits and vegetables before eating or cooking them.
- Wash meat, fish, and poultry before cooking them.

When you clean:

- Keep your work area clean and free of insects.
- Put dirty linens in a laundry bag.
- Put out clean towels often.
- Throw away waste and used needles in the right place.

7. Washing Your Hands

***Why* should you wash your hands?**

Washing your hands is the best way to control infections!

***When* should you wash your hands?**

Follow these general rules.

Wash your hands:

- Before you touch a client. This protects the client from your germs.
- After you touch a client. This helps you avoid spreading the client's germs.
- After you touch something that could have germs on it.

Follow these specific rules.

Wash your hands before you:

- Leave a client's home

Wash your hands after you:

- Cough, sneeze, or blow your nose
- Get to a client's home
- Tear your glove
- Use the toilet

7. Washing Your Hands

Wash your hands before and after you:

- Eat, drink, or touch food
- Put on your makeup or lip balm
- Smoke
- Touch a client
- Touch items used in personal care, like a toothbrush
- Touch your contact lenses
- Wear gloves

Questions and Answers

- **Question: There is no soap or water here. How can I wash my hands?**

Answer: You can use antiseptic gel or towelettes. But you should wash your hands with soap and water as soon as possible.

- **Question: The client's saliva is on my elbow. What should I do?**

Answer: Sometimes a part of your body touches things that may have germs on them. If this happens, wash the part with soap and water right away. If germs get in your eyes, nose, or mouth, rinse them well with plenty of water.

- **Question: I know that germs live on faucets and inside sinks. How should I wash my hands?**

Answer: Have a clean paper towel ready. Use it to turn the faucet on and off. If you touch the inside of the sink, wash your hands again.

8. Wearing Gloves and Other PPE

Personal Protective Equipment (PPE)
PPE is anything you wear or use that makes a barrier between you and germs. PPE includes gloves, gowns or aprons, masks, and goggles. Gloves are the most commonly used PPE.

It's important to understand how to wear gloves. Here's what you need to know.

***Why* should you wear gloves?**

Wearing gloves keeps you from touching body fluids. Body fluids have germs in them.

- ***Warning: Latex allergy!*** Some people (clients and HHAs) are allergic to the material in latex (rubber) gloves. The symptoms are dryness, itching, and burning of the skin after wearing gloves. In severe cases, a person (HHA or client) may have trouble breathing after being exposed to latex. If that happens, **call 911 immediately.**

- Many HHAs use synthetic gloves for their own allergies or to avoid exposing a client who may be allergic to latex.

8. Wearing Gloves and Other PPE

***When* should you wear gloves?**

In general, wear gloves any time you might touch body fluids.

Follow these specific rules for when to wear gloves.

Wear gloves when you:

- Change bandages or dressings
- Clean areas where body fluids have spilled
- Collect or touch urine or stool samples
- Press down to stop bleeding
- Touch dirty items used in personal care
- Touch dirty or bloody linens, towels, or clothes

Wear gloves when you assist clients to:

- Bathe
- Take care of their mouth
- Clean between their legs
- Use a toilet, bedpan, urinal, or commode
- Change their pad or brief
- Take care of their catheter

***How often* should you wear gloves?**

Use gloves only once. Never use them again, even if you wash them.

If a glove tears:

- Take off both gloves right away.
- Wash your hands well.
- Put on another pair of gloves.

Questions and Answers about other PPE

- **Question: One of the people I help is coughing and sneezing a lot. Other than gloves, what can I wear to protect myself from germs?**

Answer: You can wear a mask over your nose and mouth.

- **Question: Sometimes the bed linens are very dirty. What can I wear to protect my clothes when I change the sheets?**

Answer: You can wear a plastic apron. You can also wear an apron when you assist a client to bathe.

9. Cleaning Up Germs

***Why* should you clean up germs?**

Cleaning up germs helps keep the client, family members, visitors, and you from getting sick.

***How* should you clean up germs?**

To clean dishes:

- Wash the client's dishes with warm water and dish soap.
- Rinse and air-dry the dishes. If you dry dishes with a towel, use a clean towel each time.

To clean items used in personal care:

- Handle razors with care. Throw them away the same way you throw away needles.
- Wash thermometers in cool water and soap. Wipe them with alcohol before and after use.
- Make sure the client does not share personal care items with other family members.

To clean spilled body fluids:

- Put on gloves.
- Wipe up the spill with paper towels.
- Throw away the paper towels in the garbage. Use 2 bags.
- Take off and throw away your gloves. Wash your hands.
- Use bleach and water solution to get rid of germs.

9. Cleaning Up Germs

Definitions: Disinfection and Sterilization

Home health aides may be asked to disinfect items used by the client.

- When an object is "disinfected," only pathogens are destroyed.
- When an object is "sterilized," all microorganisms are destroyed, not just pathogens.

Wear rubber gloves when disinfecting (see Section 10 on the next two pages)**.**

Wear rubber utility gloves. They will protect your hands from cleaning products. Rubber gloves are reusable but must be thrown away once they become cracked or torn.

Use different cleaning products for different jobs.

Use detergent and hot water to clean:

- Clothes
- Dishes
- Sheets and towels

Use bleach and water to clean:

- Bathroom and kitchen surfaces
- Spilled body fluids
- Toilets

Use vinegar and water to clean and prevent odors on:

- Surfaces in the bathtub, shower, and kitchen
- Urinals, bedpans, commodes, and toilets

10. Making Cleaning Products

Here's how to make a bleach and water solution for disinfecting.

You will need:

- 1-cup measuring cup
- Empty plastic bottle with a cap. Make sure it can hold more than 11 cups of fluid.
- Label and marker, or permanent marker
- Liquid bleach
- Rubber utility gloves
- Water

Take these steps:

1. Wash your hands.
2. Put on rubber gloves.
3. Measure 10 cups of water. Pour them into the bottle.
4. Measure 1 cup of bleach. Pour it into the bottle.
5. Put the cap on the bottle. Shake the bottle.
6. Write "Bleach solution 1:10" and the date on the label or bottle.
7. Put away the solution and the things you used. Keep the solution and the bleach out of reach of children.
8. Take off and rinse the gloves. Hang them up to dry.
9. Wash your hands.

10. Making Cleaning Products

Here's how to make vinegar and water solution.

You will need:

- 1-cup measuring cup
- Empty plastic bottle with a cap. Make sure it can hold more than 4 cups of fluid.
- Label and marker, or permanent marker
- Water
- White vinegar

Take these steps:

1. Wash your hands.
2. Measure 3 cups of water. Pour them into the bottle.
3. Measure 1 cup of vinegar. Pour it into the bottle.
4. Put the cap on the bottle. Shake the bottle.
5. Write "Vinegar solution 1:3" and the date on the label or bottle.
6. Put away the solution and the things you used. Keep the solution out of reach of children.
7. Wash your hands.

11. Touching and Washing Dirty Laundry Safely

Why should you handle dirty laundry with care?

Dirty laundry may have body fluids on it. Body fluids have germs in them. Germs can make people sick.

How should you _handle_ dirty laundry?

Take these steps:

1. Put on gloves and an apron.
2. Put a laundry bag where you can reach it.
3. Roll items away from your body. Wrap the dirty areas inside the clean areas.
4. **Never** shake out dirty laundry. This can put germs into the air.
5. Put dirty laundry right into the laundry bag. Do **not** put dirty laundry on the floor, on a chair, or on a counter.
6. Take off your gloves. Wash your hands.

How should you _wash_ dirty laundry?

To wash dirty _white_ laundry:

1. Soak very dirty items in a bleach solution for at least 10 minutes.
2. Wash the laundry in the washing machine with 1 cup of bleach.
3. Wash the laundry again with regular laundry soap.
4. Dry the laundry in the dryer.

11. Touching and Washing Dirty Laundry Safely

To wash dirty *colored* laundry:

1. Wash the laundry in the washing machine with 1 cup of household disinfectant, such as Lysol®.
2. Wash the laundry again with regular laundry soap.
3. Dry the laundry in the dryer.

To wash laundry *by hand*:

1. Use a basin, bathroom sink, or bathtub. **Never** use the kitchen sink.
2. Put on rubber gloves.
3. Wash the laundry in 1 ounce of disinfectant per gallon of water, plus detergent.
4. Rinse the laundry well at least 3 times.
5. Clean the basin, sink, or tub with the bleach and water solution.

12. Getting Rid of Wastes Safely

Why should you handle wastes with care?

- Body fluids and things that touch body fluids have germs in them. Germs can make people sick.

How should you get rid of body fluids?

- Flush them down the toilet.

Body fluids include:

- Stools
- Urine
- Vomit

Things that touch body fluids are called waste materials.

Waste materials include:

- Used briefs and pads
- Used catheters
- Used dressings and bandages
- Used paper towels
- Used tissues

12. Getting Rid of Wastes Safely

How should you get rid of waste materials?

Always double-bag waste materials.

Take these steps:

1. Keep a garbage can for waste materials in the client's room. Line it with 2 plastic bags. The inner bag is "dirty." The outer bag is "clean."
2. Put on gloves. Put on a disposable apron if your clothes may get dirty. Put on disposable safety goggles and a mask if fluids may splash your face.
3. Put the waste materials in the inner bag.
4. Close the inner bag tightly.
5. Take off your gloves, apron, goggles, and mask. Put them in the clean bag.
6. Wash your hands (so that you don't make the outside of the clean bag "dirty").
7. Close the clean bag. Take it out of the client's room.
8. Throw the double-bagged waste materials away with other garbage—but only if you are sure it will stay out of reach of animals and children.

13. Getting Rid of Sharps Safely

What are sharps?

- Used needles and razors

Why should you handle sharps with care?

- Used needles and razors have body fluids on them. Body fluids have germs in them. So if you get stuck with a needle or cut with a razor, you can get sick.

- Needles and razors can tear through garbage bags. So they need to go in a heavy plastic container with a closable cap or lid.

How should you get rid of sharps?

You will need:

- Gloves
- Label or permanent marker
- Plastic bags
- Sharps container made of tough plastic with a cap

13. Getting Rid of Sharps Safely

Take these steps:

1. Write "needles, sharps" on the label or container. Keep the sharps container out of reach of children.
2. Put on gloves.
3. Put the sharps container where the client can reach it **before** they use any sharps.
4. Assist the client to take the cap off the sharps container.
5. Make sure the client puts used sharps in the sharps container **right away.**
6. Make sure all the sharps are in the sharps container.
7. Assist the client to put the cap on the sharps container.
8. Throw out the sharps container when it is a little more than half-way full. Make sure the cap is on tightly. Put tape on the cap if you think it could come off.
9. Put the sharps container in 2 garbage bags. Throw it away with other garbage.

What should you <u>not</u> do?

Follow these safety rules for all sharps:

- **Never** put sharps anywhere except the sharps container.
- **Never** put sharps directly in a garbage bag.
- **Never** try to put a sharp in the sharps container after the container is more than half-way full.

Follow these safety rules for needles:

- **Never** bend or break a needle.
- **Never** recap used needles.
- **Never** take used needles out of syringes.
- **Never** use a needle again.

Module 8. Infection Control

Handout 1: Key Terms

Bloodborne pathogens [2]

Germs that can travel in blood. Diseases caused by blood-borne pathogens include HIV (human immunodeficiency virus) and hepatitis B and C.

Body fluids [2]

Parts of the body that are mostly liquid. Body fluids include: blood, pus, fluids from the penis or vagina, mucus, saliva, stools, urine, or vomit.

Disinfecting [10]

Using a bleach-and-water solution to kill germs when cleaning.

Germs [1]

Tiny organisms that live inside and outside our bodies. Examples of germs include bacteria, fungi, parasites, and viruses.

Host [2]

A host is an animal, plant, or person that has an infection.

Infection [1]

An infection is a problem or disease that happens when germs get into the body and grow.

Infection control [5]

Infection control is anything you do to prevent or stop germs from spreading.

Microorganisms [1]

Tiny living things that are too small to see without using a microscope.

Handout 1: Key Terms

Modes of transmission [2]

Modes of transmission are the ways that germs are spread from one host to another.

Pathogens [1]

Another name for germs.

Personal protective equipment (PPE) [8]

Anything that protects the worker from contact with body fluids, including mask, goggles, apron, or gloves.

Risk factors [3]

These are conditions that make some people more likely than others to get sick from germs.

Sharps [13]

Used needles or razors.

Standard precautions [5]

This means that you follow steps for infection control every time you work with every client—whether they look like they have an infection or not. It's also called **universal precautions**.

Sterilizing [10]

A cleaning process that kills all microorganisms, not just germs. This process is generally not done by HHAs.

Susceptible [3]

People are considered susceptible to germs when they are likely to get sick from germs.

Handout 1: Key Terms

Universal precautions [5]

This means that you follow steps for infection control every time you work with every client—whether they look like they have an infection or not. It's also called **standard precautions**.

Waste materials [12]

Waste materials are any type of garbage that has come in contact with body fluids.

Handout 2: Summary of Key Information

- Infections happen when germs get into the body and cause problems.

- Infections are spread in 3 stages. This is called the chain of infection:
  Stage 1
  - Germs live in a **host.** The host may be a person or an animal.

  Stage 2
  - The germs **move out** of the first host.

  Stage 3
  - The germs **move into** a new host.

- Germs use many routes to get from one host to another. These are called *modes of transmission*. Germs can be spread through: the air, animal bites, insect bites, eating or drinking infected food or water, touching, and contact with body fluids.

- Germs can get *into* the new host when infected body fluids:
  - Are on a needle or other sharp thing that goes into the skin of the new host
  - Get into a cut or scratch
  - Come in contact with mucus membranes, like inside the mouth, vagina, or anus

- People who are susceptible to infections are those people who are already sick, feeling stressed, very old, very tired, or very young. Other risk factors for infection include not eating a healthy diet, not washing your hands well, and having a weak immune system.

- Signs of infection include having pus or inflamed skin around a cut, having pain in the infected area, vomiting, feeling very hot *or* cold, and feeling very tired.

Handout 2: Summary of Key Information

- Infection control is anything you do to prevent or stop germs from spreading. Infection control strategies include:
  - Washing your hands.
  - Not touching clients' body fluids.
  - Wearing gloves, an apron, goggles, or a mask, as needed.
  - Getting rid of germs by cleaning objects and work areas.
  - Disposing of waste materials so that no one comes in contact with them.

- You cannot always tell if someone is infected just by looking at them. So you need to follow the steps for infection control with every client, and every time you work with him or her. The strategy of doing this every time, with every client, is called **standard precautions**. It is also sometimes called **universal precautions**.

- General rules for the HHA to control infection include:
  - Wash your hands a lot.
  - Cover your mouth when you cough or sneeze.
  - Do **not** come to work when you're sick.
  - Eat a healthy diet.
  - Keep your nails short.
  - Wear a mask and gloves, as needed.
  - Wear only simple jewelry or none at all.

- There are specific rules for controlling infections when cooking and cleaning.

- Washing your hands is the best way to control infections! You should always wash your hands before and after working with a client, and after touching something that could have germs on it.

Handout 2: Summary of Key Information

- Wearing medical gloves keeps you from touching body fluids. You can also wear a mask over your mouth, goggles, or an apron to protect yourself from contact with body fluids. These items are called personal protective equipment (PPE).

- Cleaning up germs keeps the client, family members, visitors, and you from getting sick. HHAs should be aware of cleaning up germs when cleaning: dishes, items used in personal care (for example, razors), and spilled body fluids.

- The HHA should use different cleaning products for different jobs. Use detergent and hot water to clean dishes, clothes, and bedding. Use bleach and water to clean and disinfect bathroom and kitchen surfaces, toilets, and spilled body fluids. Use vinegar and water to clean and prevent odors in the bathtub, shower, and kitchen, and on urinals, bedpans, commodes, and toilets.

- Wear rubber utility gloves to protect your hands from cleaning products. Rubber gloves are reusable but must be thrown away once they become cracked or torn.

- The HHA can prepare batches of bleach and water solution (1 part bleach and 10 parts water) and vinegar and water solution (1 part white vinegar and 3 parts water) for use in cleaning the client's home.

- The HHA should handle the client's dirty laundry with care to avoid contact with the client's body fluids. There are different instructions for washing white laundry and colored laundry. Always wear gloves and never use the kitchen sink when washing laundry by hand.

Handout 2: Summary of Key Information

- Dispose of body fluids with care. Flush stools, urine, or vomit down the toilet. Waste materials—garbage that has come in contact with body fluids—should also be handled carefully. Wear gloves and put waste materials into a separate garbage can with two plastic bags. Follow the steps for double-bagging.

- Used needles and razors (sharps) have body fluids on them. As much as possible, avoid handling sharps. Instead, assist the client to use and dispose of them properly, using a specially prepared "sharps" container. Follow the guidelines for preparing the sharps container and then disposing of it.

  Follow these safety rules for all sharps:
  - **Never** put sharps anywhere except the sharps container.
  - **Never** put sharps directly in a garbage bag.
  - **Never** try to put a sharp in the sharps container after the container is more than half-way full.

  Follow these safety rules for needles:
  - **Never** bend or break a needle.
  - **Never** recap used needles.
  - **Never** take used needles out of syringes.
  - **Never** use a needle again.

Module 8. Infection Control

Skills Checklist 1. Washing Your Hands

Get ready to wash your hands.
1. Gather equipment: Soap and paper towels. If paper towels are not available, use a clean towel or cloth.
2. Roll up sleeves and remove watch and jewelry.
Wash your hands.
3. Wet your hands under clean, warm, running water.
4. Apply a generous amount of soap on your hands and lather well.
5. Rub your hands, fingers, and wrists. Clean between your fingers, and around and under the fingernails. Clean up to the area above the wrists.
6. Continue to rub your hands for at least 20 seconds. That's about how long it takes to sing "Happy Birthday" two times.
7. Rinse your hands well under warm, running water. Point your fingers down so your hands are lower than your wrists.
Dry your hands.
8. Dry your hands with a clean paper towel or with a clean cloth towel, or air dry.
9. Turn off the water with a clean paper towel.
Use alcohol-based hand cleaners (hand sanitizers) when there is no running water or when hands are not visibly dirty.
1. Apply the cleaner to one hand. Read the product instructions for the proper amount.
2. Rub hands together. Rub all surfaces of the hands and fingers until your hands are dry.
• Remember—hand sanitizers do NOT eliminate all germs. Washing hands with soap and water is better.

Skills Checklist 2. Putting On and Taking Off Gloves

Put on gloves.
1. Wash your hands.
2. Dry your hands well with a paper towel.
3. Check the gloves for tears or holes. Do **not** use the gloves if you find any.
4. Put the gloves on when you are ready to work with a client.
Take off gloves.
5. Use your gloved right hand to hold the left glove, near the wrist. Do **not** touch bare skin.
6. Peel the left glove off from the wrist. It should now be inside out.
7. Ball up the left glove in your right hand. Leave it inside out.
8. Put two fingers of your left hand inside the right glove. Do **not** touch the outside of the glove with your bare hand.
9. Peel the right glove off from the wrist. It should now be inside out, over the left glove.
10. Throw away the gloves in the right place.
11. Wash your hands.