

# C APPENDIX C

## Examples

The Faculty Resource Guide presents a step-by-step process for identifying and elevating opportunities to expose students to infection control teaching and learning. The intent is not to replace existing curriculum, but to enhance current infection control curricular components. The Guide offers tools you can use to enhance infection control competencies within your current program. The two examples in this appendix follow the four steps of this approach to enhancing or integrating infection control within your courses. Each example includes a curriculum map, a curriculum snapshot, and sample activities.

### EXAMPLE 1.

#### The Concept of Infection Control

#### >>> Curriculum Map

NURSING PROGRAM COURSES		NUR 191 Beginning Lab/ Clinical	NUR 207 Children and Family	NUR 231 Process Clinic	NUR 236 Skills/ Procedures
<i>For each course: In the table below, specify the weeks when each topic is covered. Consider how the topic is <b>introduced</b>, <b>expanded</b>, <b>applied</b>, and <b>assessed</b>, as well as how it may tie in to your accreditation and/or licensure standards.</i>					
Project Firstline Learning Objectives					
<b>1</b>	<b>The Concept of Infection Control</b>				
1.1	Understand and articulate the concept of infection control.	Week 1: <b>Lecture/Learning Activity, Lab &amp; Competency, Check Off</b>  Weeks 2, 11, 16: <b>Quiz/Exam</b>  Weeks 2, 3, 10, 11, 12, 13, 14, 15: <b>Lecture/Learning Activity, Lab</b>	Week 8: Lecture/Learning Activity  Week 10: <b>Exam</b>  Week12: <b>Lab</b>	Weeks 1, 2, 9: <b>Lecture/Learning Activity, Quiz</b>  Weeks 1-15: <b>Lab &amp; Competency</b>  Weeks 3, 7, 10, 15: <b>Quiz/Exam</b>	Weeks 1-16: <b>Off-Site Practicum, Clinical Check Offs</b>

# >>> Curriculum Review Snapshot

**Program:** Nursing

**Infection Control Theme:** The Concept of Infection Control

**Learning Objective:** Understand and articulate the concept of infection control.

Existing coverage of this learning objective	Responses
Where does this learning objective appear in your existing program learning objectives?	Please list course(s) where this topic is found: NURS 191 - Beginning Lab/Clinic Nurse 207 - Children and Family Nurse 231 - Process Clinic Nurs 236 - Skills Procedures
What instructional methods and learning tools are used to teach this learning objective?	<input checked="" type="checkbox"/> Didactic/lecture <input checked="" type="checkbox"/> Onsite skills lab <input checked="" type="checkbox"/> Offsite practicum in healthcare facility or pre-acute setting <input type="checkbox"/> Other (please specify):
How is this learning objective assessed?	<input checked="" type="checkbox"/> Course assignments <input checked="" type="checkbox"/> Course exam <input checked="" type="checkbox"/> Certification/licensure exam <input checked="" type="checkbox"/> Skills lab <input type="checkbox"/> Offsite practicum <input type="checkbox"/> Other (please specify):

Enhancing curricular opportunities to address this learning objective	
What courses would you like to target for augmenting, changing, or adding to this topic? <b>Questions to consider as you select courses:</b> > How could you further scaffold (progress) this learning objective across the curriculum? Keep in mind, we aim to integrate infection control learning and practice, not displace other important content. > How could you link to credentialing expectations, workplace competencies, and experiential learning?	Please list course(s) here: NURS 181 - Fundamentals of Acute Respiratory Care NURS 256 - OB Clinical Acute NURS 262 - Advanced Nursing  Infection control is a critical part of the nursing professional's job performance. Additional discussion, skills practice, and testing are needed during the clinical courses. The infection control learning objective needs to be specifically stated in course syllabi. It is expected as part of the skills performance, but is not clearly stated in the syllabi. More evaluation tools are needed in the field during clinical rotations with approved program preceptors.
Please list the course artifacts you wish to prioritize for further enhancement (e.g., learning activity, assignment/assessment, practicum resources).	Please describe here:

### Questions to consider as you select courses:

- > How does this learning objective connect back to your program's overarching infection control themes?
  - > How could you integrate Project Firstline resources? (<https://www.cdc.gov/infectioncontrol/projectfirstline/index.html>)
- > Add skills practice to strengthen muscle memory in clinical practices. These skills could include scanning a room upon entering for possible risks, donning the correct PPE, and handwashing /sanitizing upon entrance.
  - > Use skill check sheets during practice and evaluation sessions in lab and clinical settings.
  - > Incorporate risk recognition as a mindset in the lab and clinical setting.
  - > Create a stronger culture around "Infection control is everyone's responsibility."

## >>> Activity Examples

Understanding infection control is fundamental at all stages of learning. The samples provided here include activities that can be used at different stages of a program, helping students move from early knowledge acquisition to application, practice, and evaluation. These activities do not address all the competencies for understanding infection control, but are part of an overall approach to what students need to know.

### 1. Remember/Understand Activity

Facilitate a group discussion that introduces the concept of infection control. Engage students by asking the following questions to stimulate their thinking before moving into teaching students the fundamentals of infection control.

- a. When you hear the term infection control, what do you think of?
- b. If germs are everywhere, how do we stop the spread of infection?
- c. How did COVID-19 change the way you think about infection control?





## 2. Apply/Analyze Activity

Introduce the Project Firstline Video Blog, CDC Project Firstline Inside Infection Control, Episode 1: What's the Goal of Infection Control?

In introducing the video, ask students the following questions before they watch the video: Why do you personally practice infection control? What's the goal? What's the point? After students have responded, ask them to think about the following questions as they watch the video:

- What does Dr. Carlson highlight as the goal of infection control? How closely does it match your own personal reasons for practicing infection control?
- What ideas from this video seem most important to you? Why?
- Dr. Carlson talks about several challenges we face working in healthcare. Which of these issues are most important to you?

After students have watched the video, engage them in a whole-class discussion based on the questions.

## 3. Evaluate/Create Activity

Case Study: When considering the concept of infection control and patient care, you are assigned to a patient with a communicable disease and high risk of spreading infection to others. The patient has been placed in Contact Precautions.

Question: Describe the infection control actions you will take when you enter the room, interact with the patient, and leave the room.

Answer: In Contact Precautions, gloves and gown are indicated for all interactions that may involve contact with the patient, or with potentially contaminated areas in the patient's environment. Don personal protective equipment (PPE) after entering the patient room. Perform hand hygiene before donning PPE. Observe Standard Precautions for all patient interactions. Change gloves after contact with contaminated secretions. Change gown if it becomes soiled or damaged. Remove PPE before leaving the room. Clean hands after removing PPE.

# EXAMPLE 2.

## Personal Protective Equipment

### >>> Curriculum Map

MEDICAL ASSISTANT PROGRAM COURSES		MED132 Foundations of Clinical	MED235 MA Clinical Procedures II
<p>For each course: In the table below, specify the weeks when each topic is covered. Consider how the topic is <b>introduced</b>, <b>expanded</b>, <b>applied</b>, and <b>assessed</b>, as well as how it may tie in to your accreditation and/or licensure standards.</p>			
<b>Project Firstline Learning Objectives</b>			
<b>4</b>	<b>PPE</b>		
<b>4.3</b>	<b>Gloves and Gowns</b>		
4.3.a	Explain the role of gloves in infection control.	<p>Week 2:  <b>Simtics – Disinfection</b>  <b>Text - Infection Control and Medical Asepsis reading,</b>  <b>MindTap activities, Chapter Quiz</b></p> <p>Week 3:  <b>CrossBraining- Handwashing, PPE don and doff</b></p> <p>Week 7:  <b>Final Exam questions</b></p>	<p>Week 2:  <b>Text- Preparing for Surgery reading,</b>  <b>MindTap activities, Chapter Quiz</b></p> <p>Week 4:  <b>Simtics Perform Skin Prep, Assist with Minor Surgery</b></p>
4.3.b	Explain the role of gowns in infection control.	<p>Week 2:  <b>Simtics – Disinfection</b>  <b>Text - Infection Control and Medical Asepsis reading,</b>  <b>MindTap activities, Chapter Quiz</b></p> <p>Week 3:  <b>CrossBraining- Handwashing, PPE don and doff</b></p> <p>Week 7:  <b>Final Exam questions</b></p>	<p>Week 2:  <b>Text- Preparing for Surgery reading,</b>  <b>MindTap activities, Chapter Quiz</b></p> <p>Week 4:  <b>Simtics Perform Skin Prep, Assist with Minor Surgery</b></p>
4.3.c	Discuss three (3) reasons why wearing more than one pair of gloves at once, or wearing more than one gown at once, is not recommended for routine care.	Add this as reflection question to CrossBraining	

# >>> Curriculum Review Snapshot

**Program:** Medical Assistant

**Infection Control Theme:** Personal Protective Equipment

**Learning Objective:** Explain the role of gowns in infection control.

Existing coverage of this learning objective	Responses
Where does this learning objective appear in your existing program learning objectives?	Please list course(s) where this topic is found: MED132 Foundations of Clinical MED235 MA Clinical Procedures II
What instructional methods and learning tools are used to teach this learning objective?	<input checked="" type="checkbox"/> Didactic/lecture <input checked="" type="checkbox"/> Onsite skills lab <input type="checkbox"/> Offsite practicum in healthcare facility or pre-acute setting <input type="checkbox"/> Other (please specify):
How is this learning objective assessed?	<input type="checkbox"/> Course assignments <input checked="" type="checkbox"/> Course exam <input type="checkbox"/> Certification/licensure exam <input checked="" type="checkbox"/> Skills lab <input checked="" type="checkbox"/> Offsite practicum <input type="checkbox"/> Other (please specify):

Enhancing curricular opportunities to address this learning objective	
What courses would you like to target for augmenting, changing, or adding to this topic? <b>Questions to consider as you select courses:</b> <ul style="list-style-type: none"> <li>&gt; How could you further scaffold (progress) this learning objective across the curriculum? Keep in mind, the aim is to integrate infection control learning and practice, not displace other important content.</li> <li>&gt; How could you link to credentialing expectations, workplace competencies, and experiential learning?</li> </ul>	Please list course(s) here: We are able to meet this learning objective quite well throughout the courses and program.
Please list the course artifacts you wish to prioritize for further enhancement (e.g., learning activity, assignment/assessment, practicum resources). <b>Questions to consider:</b> <ul style="list-style-type: none"> <li>&gt; How does this learning objective connect back to your program’s overarching infection control themes?</li> <li>&gt; How could you integrate Project Firstline resources?</li> </ul>	Please describe here: Integrate the following CDC resources into current curriculum: <ul style="list-style-type: none"> <li>&gt; CDC How to put on and take off PPE- Fact Sheet</li> <li>&gt; CDC The Basics of Standard Precautions</li> <li>&gt; Using PPE</li> <li>&gt; Donning PPE</li> <li>&gt; Doffing PPE</li> </ul>

## >>> Activity Examples

Personal Protective Equipment (PPE) is an important component of infection control. The following two exercises are part of a larger lesson plan on PPE. Note that the appropriate PPE ensemble depends upon the situation, and these activities do not address all the competencies for PPE that students need to know.

### 1. Demonstration

There is more than one correct technique for putting on (donning) and removing (doffing) PPE. Using the example CDC sequence for putting on and removing PPE (<https://www.cdc.gov/hai/pdfs/ppe/PPE-Sequence.pdf>), demonstrate donning and doffing PPE. For this exercise, PPE can be saved to use in future exercises.

#### A. Putting on PPE

Obtain all PPE required. Clean your hands before beginning. Put on (don) the equipment in the following order.

- 1) Gown: Open gown fully. With the opening in the back, insert your arms into the sleeves. Fasten ties at the neck and waist.
- 2) Mask: Make sure both your mouth and nose are completely covered and the mask is tied at the back of the head or straps are adjusted.
- 3) Goggles or face shield: Place over face and eyes and adjust to fit. Make sure eye protection does not interfere with the fit of the mask or respirator.
- 4) Gloves: Gloves should fit well. Examine for any tears or holes and replace if necessary.

#### B. Removal of PPE

Remove (doff) PPE in the following sequence.

- 1) Gloves: Remove gloves by pulling them down from the wrist and turning them inside out.
- 2) Face shield or goggles: Remember the outside of the goggles or face shield is contaminated. As appropriate, discard in a waste container or place in designated receptacle for reprocessing.
- 3) Gown: After untying at your neck and waist, remove the gown inside out, fold or roll into a bundle, and discard immediately.
- 4) Mask: The front of the mask is contaminated. Do not touch.
- 5) Clean your hands.

### 2. Case Study

Mr. Abraham is a 67-year-old male who resides in a long-term care facility after several hospitalizations for chronic lung problems. He is currently under your care, and you are scheduled to go into his room to administer his 7:00 a.m. treatment. You note in his chart that he has been treated for scabies at 7:00 p.m. the previous evening.

Question: What infection control actions should be taken before administering treatment? List the PPE required.

Answer: Patients with scabies are placed in Contact Precautions until 24 hours after initiation of effective therapy. In Contact Precautions, gloves and gown are indicated for all interactions that may involve contact with the patient, or with potentially contaminated areas in the patient's environment. Before administering his treatment, clean your hands and use a gown and gloves. If his treatment is likely to make him cough, use a mask and eye protection according to Standard Precautions.



## >>> CDC Project Firstline Resources

Project Firstline is a national collaborative led by the U.S. Centers for Disease Control and Prevention (CDC) to provide infection control training and education to frontline healthcare workers and public health personnel. The League for Innovation in the Community College is proud to partner with Project Firstline, as supported through Cooperative Agreement CDC-RFA-CK20-2003. CDC is an agency within the Department of Health and Human Services (HHS). The contents of this document do not necessarily represent the policies of CDC or HHS, and should not be considered an endorsement by the Federal Government.