



# Welcome!

## Virtual Infection Prevention Train-the-Trainer Workshops for Skilled Nursing Facility Educators

Register for future workshops and office hours; access workshop resources:  
<https://www.hsag.com/ip-train-the-trainer>



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# Infection Prevention and Control Training for Certified Nursing Assistants

## Train-the-Trainer Workshop for Skilled Nursing Facility Educators

July 2023

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Healthcare-Associated Infections Program  
Center for Health Care Quality  
California Department of Public Health



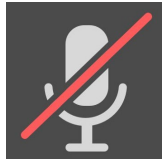
# Housekeeping Reminders



**This session is being recorded.**



**If your name does not show up, please “right click” to rename.**



**Please stay muted if you are not speaking.**



**Type questions or comments in the chat or unmute during discussion.**



**CEU are available for this workshop.**

## Implicit Bias

- Describes how our unconscious attitudes or judgements can influence our thoughts, decisions, or actions
- Includes involuntary, unintentional perceptions made without awareness
- Occurs as our brains sort information and perceive data to understand our world
- Affects our decisions, contributing to societal disparities
  - Self awareness about implicit bias can promote healthcare diversity and equality
- Learn more about your own implicit bias at [Project Implicit](https://implicit.harvard.edu/implicit/) (implicit.harvard.edu/implicit/)



## Train-the-Trainer Workshops

- Workshops for skilled nursing facility staff responsible for training frontline healthcare personnel
- Trainers (e.g., facility or corporate IP, DSD, DON) need to:
  - Understand infection prevention and control (IPC) concepts as they relate to CNA tasks and responsibilities
  - Assess and reassess staff CNA training needs
  - Be familiar with available CNA training materials and tools
  - Provide regular IPC training to CNA

# Objectives

- Navigate the CDPH HAI Program CNA Training Toolkit
- Implement IPC training to CNA using Project Firstline curriculum
- Discuss methods to assess and reassess CNA training needs
- Review processes for sustaining IPC knowledge among CNA

## Meet Our Instructors



**Sophie Frank**  
Health Educator, Outreach  
and Communications  
Coordinator  
HAI Program, CDPH



**Aurora Avalos,**  
**RN, MSN, PHN**  
Nurse Educator  
HAI Program, CDPH



**Shannon Malindzak,**  
**RN, BSN, PHN**  
Nurse Educator  
HAI Program, CDPH

## Poll Question #1

*As the facility educator, how do you ensure that your CNA staff adhere to IPC practices? Select all that apply.*

- A. Provide education and training
- B. Conduct adherence monitoring (e.g., for hand hygiene)
- C. Provide feedback to healthcare personnel
- D. Engage CNA to be part of the solution
- E. All of the above
- F. Other, specify/share in the chat



## Poll Question #2

*What are your barriers to implementing IPC training in your facility? Select all that apply.*

- A. Not sure where to start
- B. Lack of leadership support for CNA IPC training
- C. Not sure what training materials to use
- D. Time constraints or staff availability
- E. Not feeling confident with level of CNA IPC knowledge
- F. Other, specify/share in the chat

## California's Project Firstline

- Project Firstline is a CDC-funded initiative that provides infection prevention and control (IPC) education and training to frontline healthcare workers
- We offer competency-based health education and training, and support for facility educators

**Goal:** Reduce healthcare-associated infections (HAI) in California skilled nursing facilities and keep residents healthy!



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# IPC TRAINING TOOLKIT AND IMPLEMENTATION GUIDE

## Infection Prevention and Control Training for Certified Nursing Assistants in Skilled Nursing Facilities: **A Toolkit and Implementation Guide for Skilled Nursing Facilities and Local Public Health Departments**

CDPH HAI PROGRAM PROJECT FIRSTLINE



# CNA Training Toolkit

- Tips for using IPC training material
- Available in PDF (29 pages) and web formats
- Links to IPC training curricula materials

## Contents

Invitation .....	3
Planning and Implementing IPC Training for CNA.....	3
How to Use This Toolkit.....	3
Plan Your Curriculum.....	4
Example Training Schedules.....	5
Promote Your Training Sessions and Content.....	5
Training Modules .....	6
Module 1: Standard Precautions.....	6
Module 2: Personal Protective Equipment .....	7
Module 3: Environmental Cleaning and Disinfection.....	9
Module 4: IPC While Providing Skin, Perineal, and Urinary Catheter Care to Residents .....	10
Module 5: IPC While Providing Oral Care and Feeding Residents.....	12
Module 6: IPC While Positioning and Transferring Residents .....	13
Module 7: IPC While Bathing and Dressing Residents .....	15
Module 8: IPC While Providing Nail Care and Shaving Residents .....	16
Evaluating Your Training Program.....	18
Guidelines and Agreements for Use.....	18
Thank you!.....	19
Appendix A: Materials in English.....	19
Appendix B: Materials in Spanish.....	20

## Toolkit Contains 8 Modules of Curricula

Module	Topic
1	Standard Precautions
2	Personal Protective Equipment
3	Environmental Cleaning and Disinfection
4	Skin, Perineal, and Urinary Catheter Care
5	Oral Care and Feeding
6	Positioning and Transferring
7	Bathing and Dressing
8	Nail Care and Shaving

### Each module includes:

1. Curriculum slides
2. Pre- and post-training questions with answer key
3. Embedded knowledge checks
4. FAQ document with references
5. Promotional materials

## A Note About Today's Workshop: Mini-Modules to Demo Toolkit

- Today we will highlight select slides from each of the eight modules
- All modules include complete curriculum slide set and all appendix items
- **Goals for this presentation:**
  - Demonstrate accessing toolkit curricula through the Project Firstline CNA Training Toolkit
  - Demonstrate how to use toolkit curricula materials to train your staff
  - Discuss educational principles useful for training your staff

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## MODULE 1: STANDARD PRECAUTIONS

EXAMPLE TRAINING TYPE:  
FORMAL PRESENTATION

DEMO:  
FINDING A SLIDE SET IN THE TOOLKIT

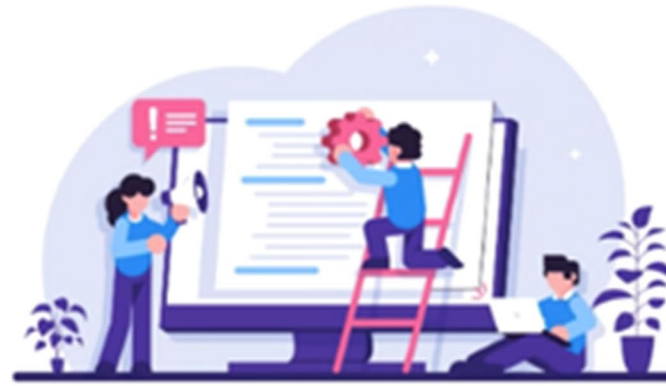




# ACCESS THE TOOLKIT: FINDING A SLIDE SET

## Webpage Toolkit

### Project Firstline Toolkit



### What is the Project Firstline Toolkit and Implementation Guide?

This Toolkit and Implementation Guide was developed to expand our reach and offer trainings more widely to Certified Nursing Assistants (CNA) across California. The Toolkit includes recommendations and tools for SNF and local health departments (LHD) interested in implementing an infection prevention and control (IPC) training program tailored to CNA in their facilities. With ready-made trainings and discussion prompts, facilitators may use any of the included materials to meet specific training needs.

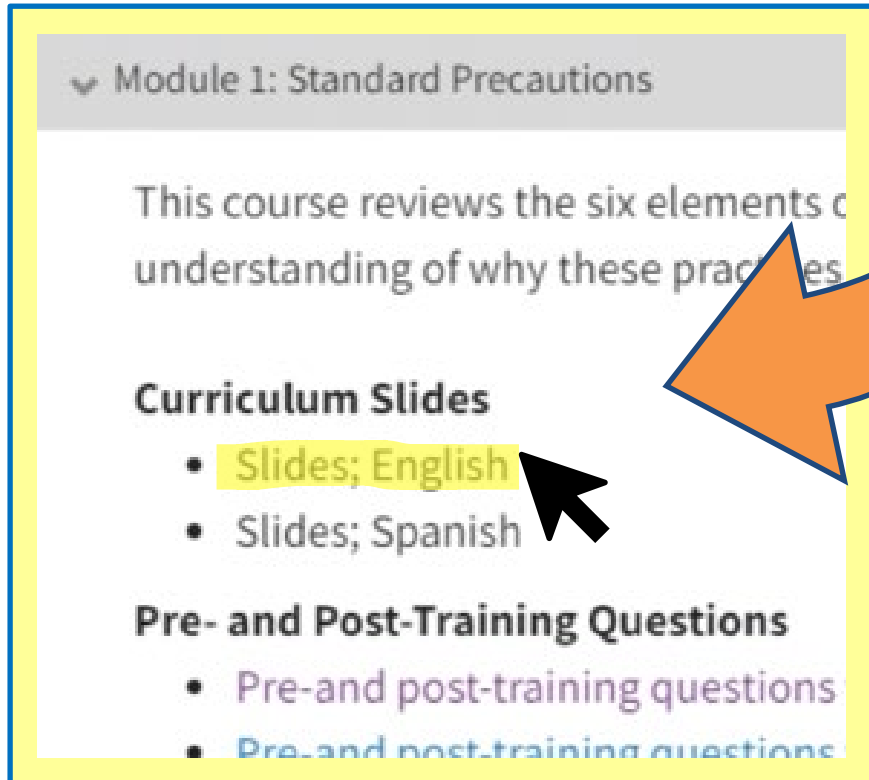
### How to Use This Toolkit

Training coordinators at SNF or staff at LHD may use Project Firstline materials for new staff orientations, in-services, on the spot trainings, and more. Materials can be shared in a number of ways not limited to the following:

- Play the recorded webinars for your staff
- Use the slides and corresponding scripts to engage staff in a live, interactive presentation
- Extract key messages from our material to incorporate in your organization's existing trainings and



# ACCESS THE TOOLKIT: FINDING A SLIDE SET



Module 1: Standard Precautions

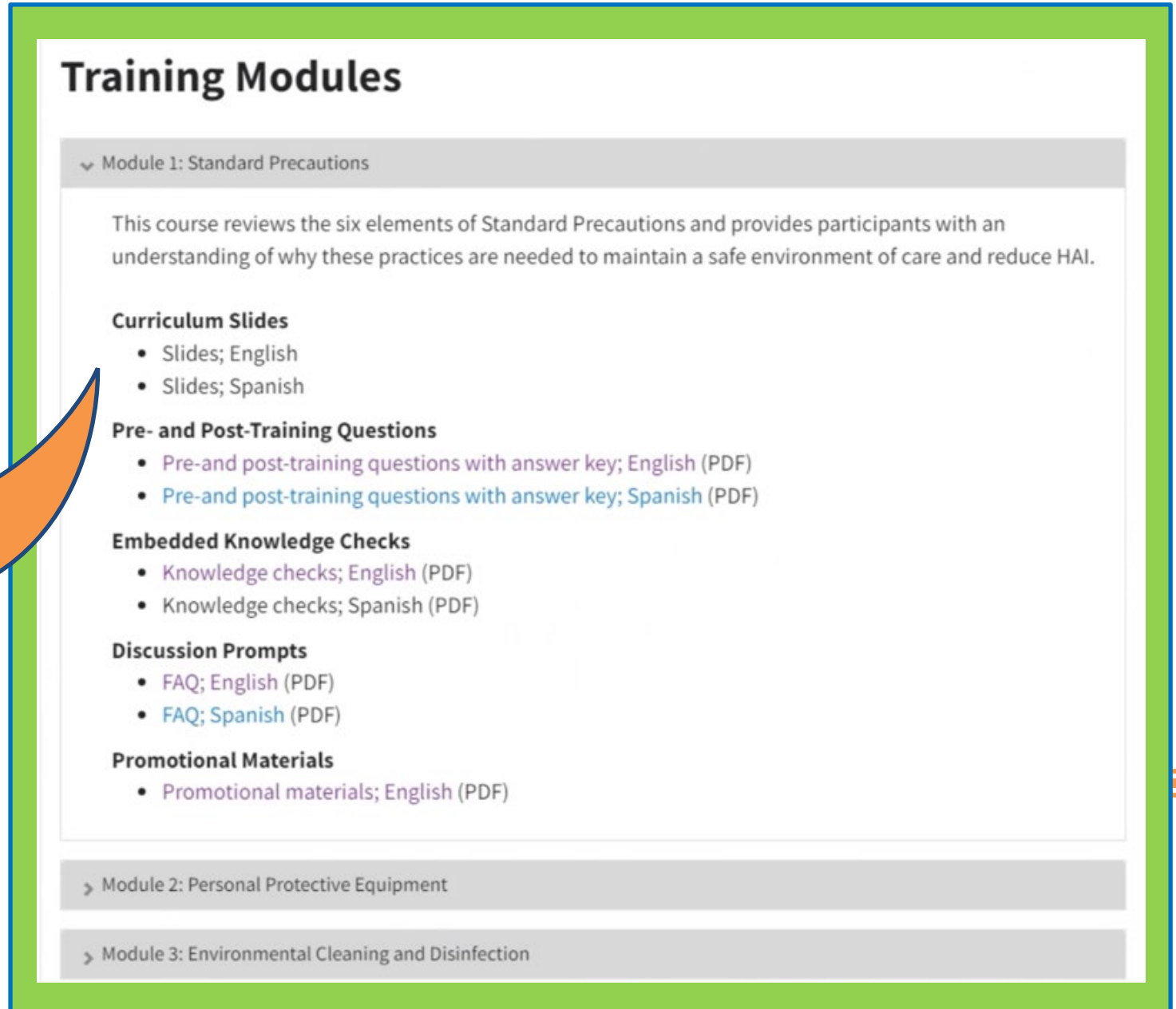
This course reviews the six elements of Standard Precautions and provides participants with an understanding of why these practices are needed to maintain a safe environment of care and reduce HAI.

**Curriculum Slides**

- [Slides; English](#)
- [Slides; Spanish](#)

**Pre- and Post-Training Questions**

- [Pre-and post-training questions with answer key; English \(PDF\)](#)
- [Pre-and post-training questions with answer key; Spanish \(PDF\)](#)



## Training Modules

Module 1: Standard Precautions

This course reviews the six elements of Standard Precautions and provides participants with an understanding of why these practices are needed to maintain a safe environment of care and reduce HAI.

**Curriculum Slides**

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- [Pre-and post-training questions with answer key; Spanish \(PDF\)](#)

**Embedded Knowledge Checks**

- [Knowledge checks; English \(PDF\)](#)
- [Knowledge checks; Spanish \(PDF\)](#)

**Discussion Prompts**

- [FAQ; English \(PDF\)](#)
- [FAQ; Spanish \(PDF\)](#)

**Promotional Materials**

- [Promotional materials; English \(PDF\)](#)

Module 2: Personal Protective Equipment

Module 3: Environmental Cleaning and Disinfection

# ACCESS THE TOOLKIT: FINDING A SLIDE SET

The screenshot shows a presentation viewer interface. At the top, a dark navigation bar contains a menu icon, the title 'Project Firstline: Standard Precautions Curricul...', a slide indicator '1 / 40', a zoom level '75%', and icons for full screen and refresh. On the right side of this bar, a green circle highlights three icons: a download icon, a print icon, and a vertical ellipsis (more options) icon. The main slide area displays the title 'HEALTHCARE-ASSOCIATED INFECTIONS PROGRAM' at the top right, followed by a blue horizontal line. The central text reads 'Back to Basics: Standard Precautions'. At the bottom, a dark blue footer contains the text 'Project Firstline Healthcare-Associated Infections Program Center for Health Care Quality California Department of Public Health' and two logos: 'PROJECT FIRSTLINE CDC's National Training Collaborative for Healthcare Infection Prevention & Control' and the 'California Department of Public Health' logo. The slide number '1' is visible in the top right corner of the slide content, and '2' is visible in the bottom right corner of the slide content.

# What Are Standard Precautions?

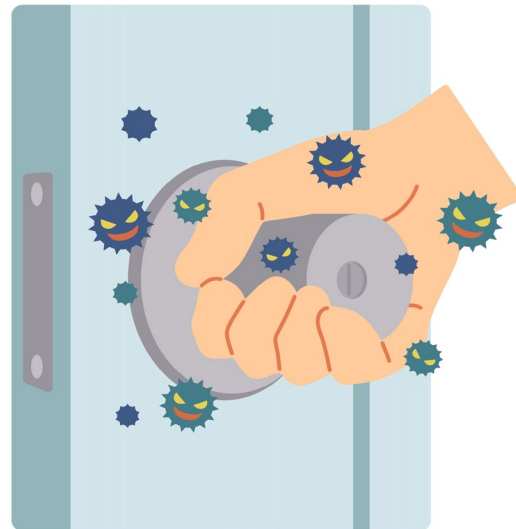
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**Use all the time, in all settings**

1. Hand hygiene
  2. Environmental cleaning and disinfection
  3. Injection and sharps safety
  4. Appropriate personal protective equipment (PPE) based on activities being performed
  5. Respiratory hygiene and cough etiquette
  6. Reprocessing of reusable medical devices
- 
-

# CNAs Touch Many Surfaces

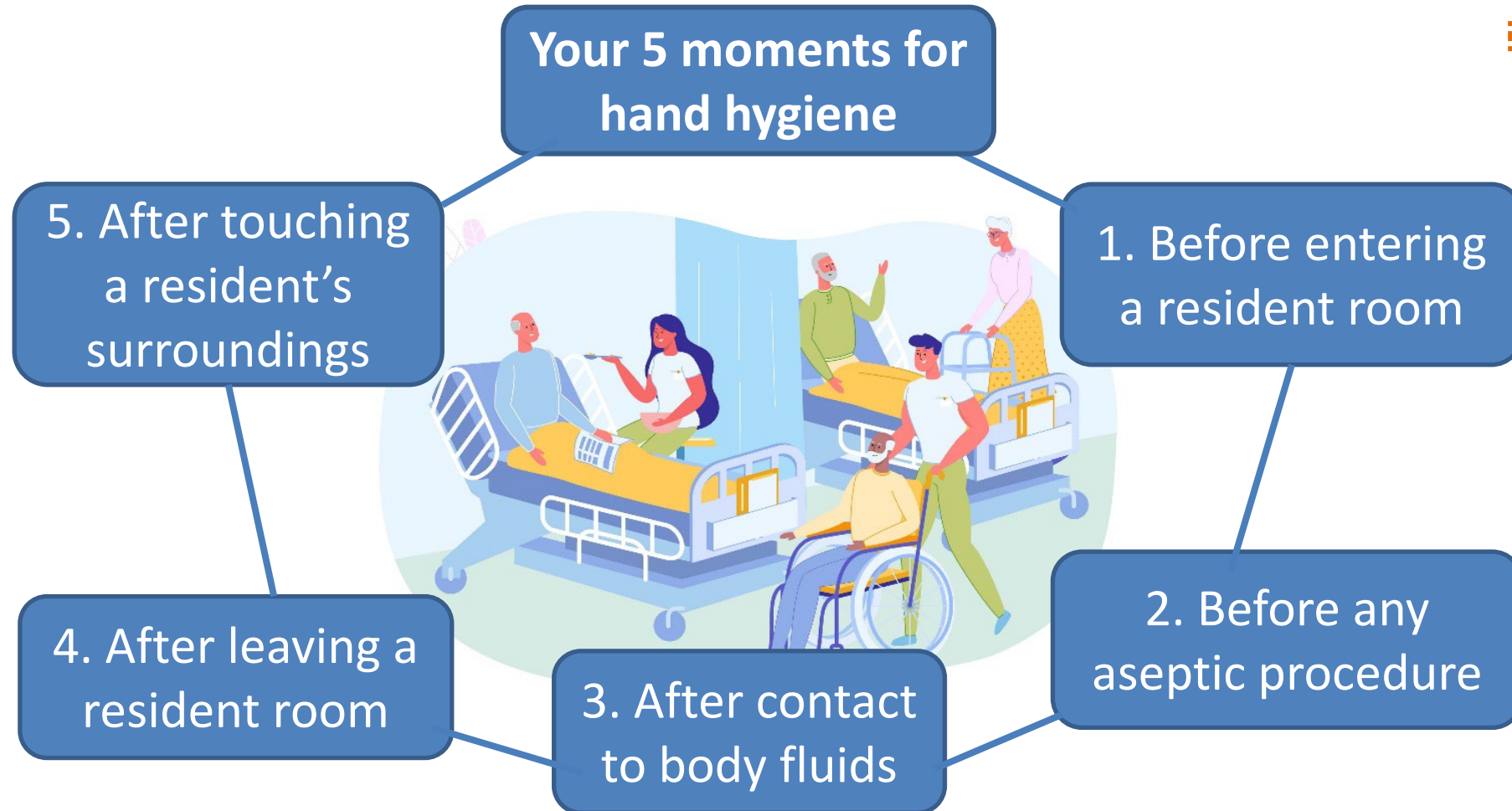


# Perform Hand Hygiene for at Least 20 Seconds

- In one 12-hour shift, CNA touch about **912 surfaces**
- When you move from resident room to another, you can spread germs if you do not perform proper hand hygiene
- The less time you wash, the less germs you will remove and the higher the chance of infections spreading



# Every Moment Matters!



# PPE and Hand Hygiene

## DOs

- ✓ Perform hand hygiene before donning PPE
- ✓ Perform hand hygiene after doffing PPE
- ✓ Perform hand hygiene after every removal of gloves

## DON'Ts

- ✗ Do not wash or reuse gloves
- ✗ Do not double glove or double gown





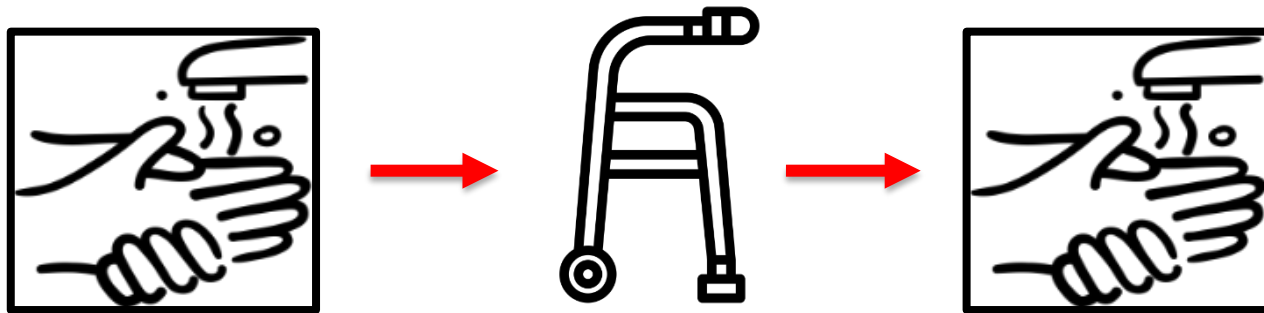
# Hand Hygiene and Reusable Devices

## Using Devices

1. Perform hand hygiene
2. Use device
3. Perform hand hygiene

## Cleaning and Disinfecting Devices

1. Perform hand hygiene
2. Clean device
3. Disinfect device
4. Perform hand hygiene





# Knowledge Check

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***When is hand hygiene needed?***

*(Select all that apply)*

- A. Before entering a room
- B. Before any aseptic procedure
- C. After contact with bodily fluids
- D. After leaving a resident room
- E. After touching a residents' surroundings

# Knowledge Check

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***When is hand hygiene needed?***

*(Select all that apply)*

- A. Before entering a room**
- B. Before any aseptic procedure**
- C. After contact with bodily fluids**
- D. After leaving a resident room**
- E. After touching a residents' surroundings**

## Teacher Tips

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- Provide training in various settings (e.g., classroom, onboarding)
  - Reference presentation visuals
  - Use Project Firstline CNA recorded trainings
  - Use training activities
  - Provide case scenario discussions
- 
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# Examples of Case Scenarios

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- **Example:** You just changed a resident's dirty linen, and they request an extra pillow. What should you do before getting the pillow from the linen closet?
  - **Discuss or create poll question:** Remove gloves, perform hand hygiene, put on a clean pair of gloves
  - **Create your own!**
- 
-

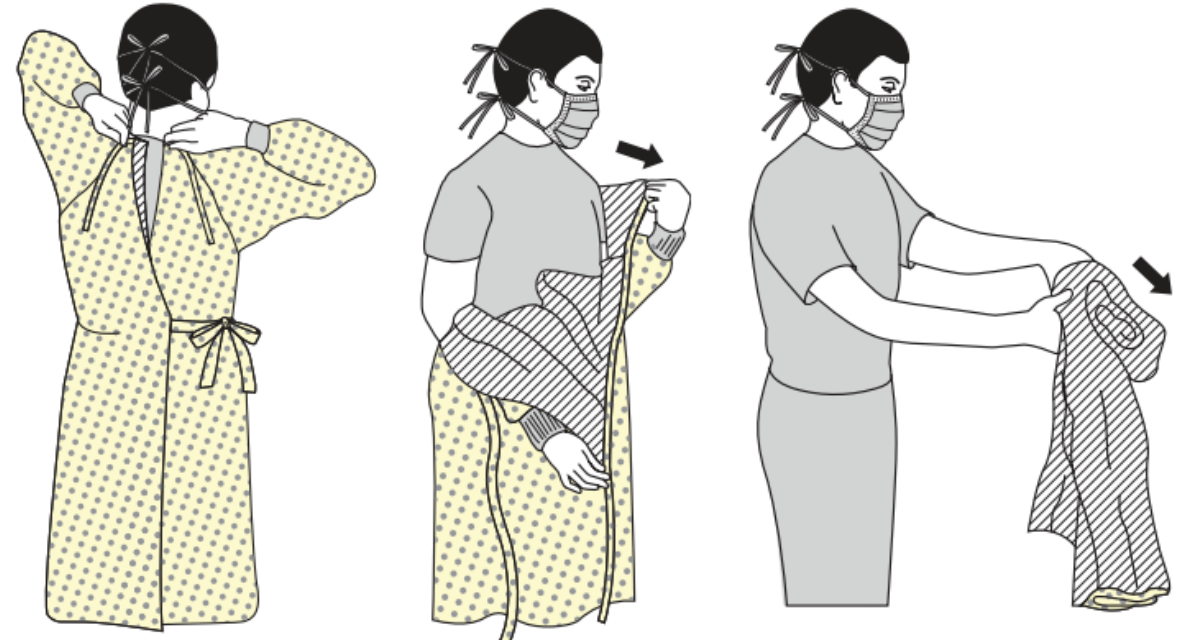
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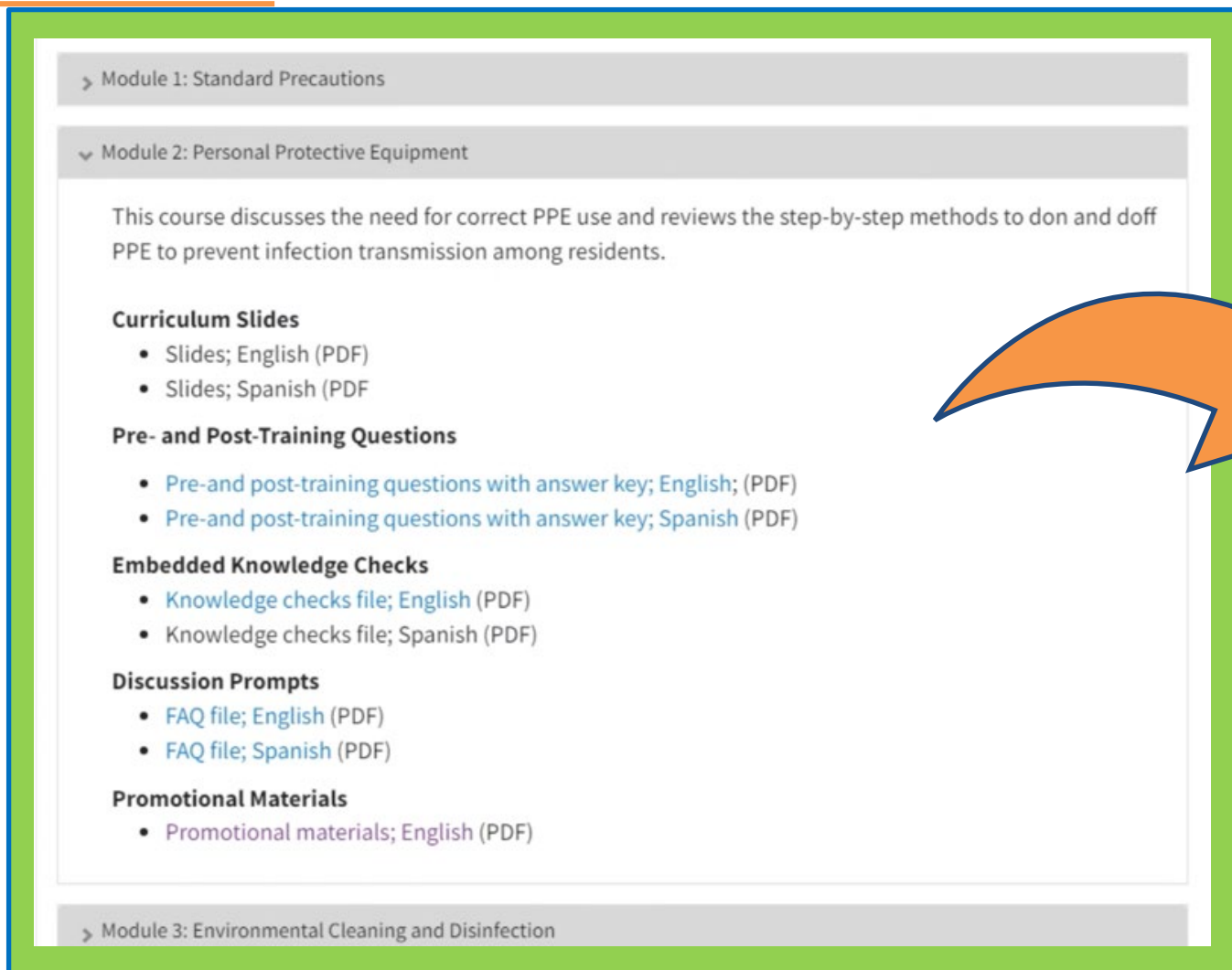
**MODULE 2:**  
**PERSONAL PROTECTIVE**  
**EQUIPMENT (PPE)**

**EXAMPLE TRAINING TYPE:**  
**HUDDLE**

**DEMO:**  
**ACCESSING AND PRINTING SLIDES FROM A SLIDE SET**



# ACCESS THE TOOLKIT: SELECTING AND PRINTING SPECIFIC SLIDES FROM A SLIDE SET



> Module 1: Standard Precautions

▼ Module 2: Personal Protective Equipment

This course discusses the need for correct PPE use and reviews the step-by-step methods to don and doff PPE to prevent infection transmission among residents.

**Curriculum Slides**

- Slides; English (PDF)
- Slides; Spanish (PDF)

**Pre- and Post-Training Questions**

- [Pre-and post-training questions with answer key; English; \(PDF\)](#)
- [Pre-and post-training questions with answer key; Spanish \(PDF\)](#)

**Embedded Knowledge Checks**

- [Knowledge checks file; English \(PDF\)](#)
- [Knowledge checks file; Spanish \(PDF\)](#)

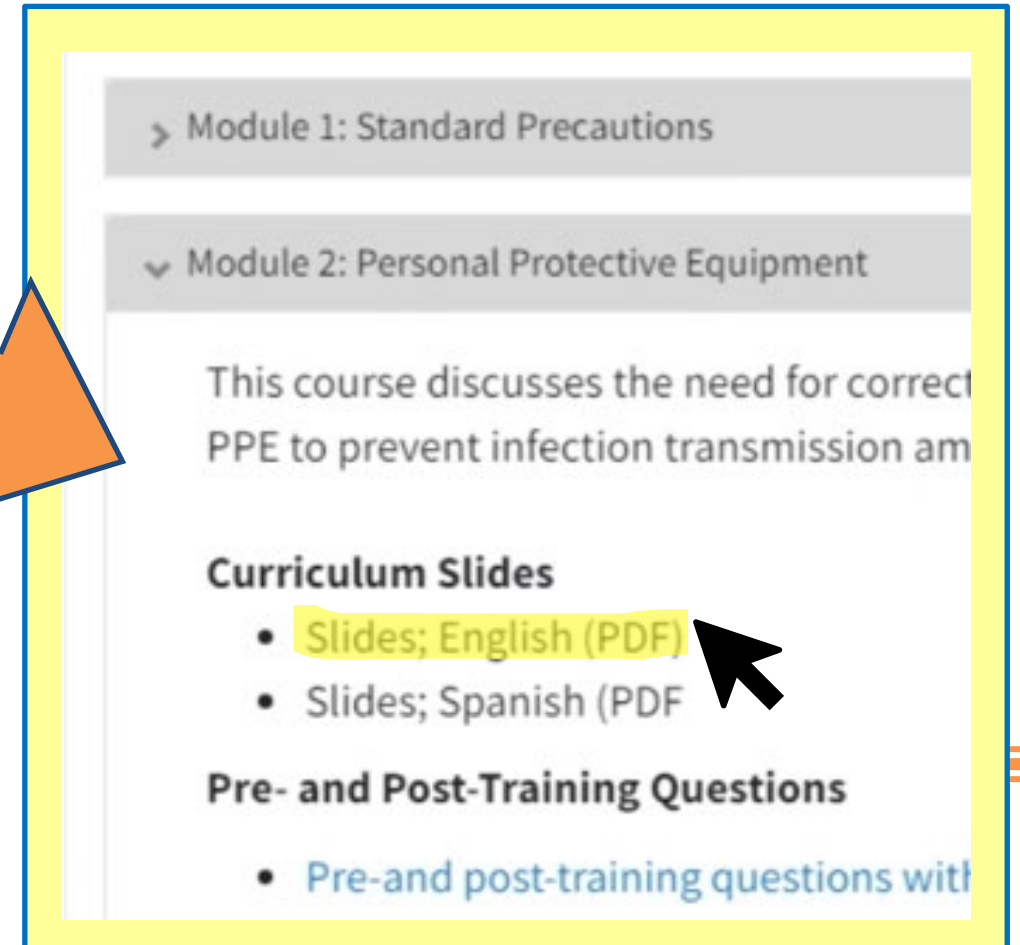
**Discussion Prompts**

- [FAQ file; English \(PDF\)](#)
- [FAQ file; Spanish \(PDF\)](#)

**Promotional Materials**

- [Promotional materials; English \(PDF\)](#)

> Module 3: Environmental Cleaning and Disinfection



> Module 1: Standard Precautions

▼ Module 2: Personal Protective Equipment

This course discusses the need for correct PPE to prevent infection transmission among residents.

**Curriculum Slides**

- [Slides; English \(PDF\)](#)
- [Slides; Spanish \(PDF\)](#)

**Pre- and Post-Training Questions**

- [Pre-and post-training questions with answer key; English; \(PDF\)](#)

# ACCESS THE TOOLKIT: SELECTING AND PRINTING SPECIFIC SLIDES FROM A SLIDE SET

The image shows a screenshot of a web application interface. On the left is a navigation menu with a tree view. The main area on the right displays a presentation slide. The slide has a title and footer with logos.

**Navigation Menu:**

- > Module 1: Standard Precautions
- ▼ Module 2: Personal Protective Equipment
  - This course discusses the need for correct PPE use and r...  
PPE to prevent infection transmission among residents.
  - Curriculum Slides**
    - Slides; English (PDF)
    - Slides; Spanish (PDF)
  - Pre- and Post-Training Questions**
    - Pre-and post-training questions with answer key; E...
    - Pre-and post-training questions with answer key; S...
  - Embedded Knowledge Checks**
    - Knowledge checks file; English (PDF)
    - Knowledge checks file; Spanish (PDF)
  - Discussion Prompts**
    - FAQ file; English (PDF)
    - FAQ file; Spanish (PDF)
  - Promotional Materials**
    - Promotional materials; English (PDF)
- > Module 3: Environmental Cleaning and Disinfection

Project Firstline: PPE Curriculum Slides 1 / 24 80%

HEALTHCARE-ASSOCIATED INFECTIONS PROGRAM

## Who? What? *Wear?*: Personal Protective Equipment (PPE) in Skilled Nursing Facilities

Project Firstline  
Healthcare-Associated Infections Program  
Center for Health Care Quality  
California Department of Public Health

# ACCESS THE TOOLKIT: SELECTING AND PRINTING SPECIFIC SLIDES FROM A SLIDE SET

The screenshot shows a web browser window displaying a PDF document from the URL [cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL\\_Module2PPE\\_CurriculumSlides.pdf](https://cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module2PPE_CurriculumSlides.pdf). The document content is divided into two sections: "donning PPE" (slide 10) and "doffing PPE" (slide 11).

**donning PPE (Slide 10):** This slide illustrates the steps for putting on personal protective equipment (PPE). The steps are:

- step 1: perform hand hygiene
- step 2: gather PPE
- step 3: put on gown
- step 4: put on respirator or face mask
- step 5: put on goggles or face shield
- step 6: put on gloves

**doffing PPE (Slide 11):** This slide illustrates the steps for removing PPE. The steps are:

- step 1: remove gown & gloves
- step 2: perform hand hygiene
- step 3: remove goggles or face shield
- step 4: remove respirator or mask
- step 5: perform hand hygiene

The print menu is open on the right side of the browser window, showing the following settings:

- Print: 4 pages
- Destination: Save as PDF
- Pages: Custom (10,11,16,17)
- Pages per sheet: 1

Buttons for "Save" and "Cancel" are visible at the bottom of the print menu.



# ACCESS THE TOOLKIT: SELECTING AND PRINTING SPECIFIC SLIDES FROM A SLIDE SET

The screenshot shows a web browser displaying a PDF document from the URL [cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL\\_Module2PPE\\_CurriculumSlides.pdf](https://cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module2PPE_CurriculumSlides.pdf). The document content is a slide titled "Knowledge Check" with the question: "What is a key step to complete before donning and after doffing gloves? (Select all that apply)". The options are: A. Hand hygiene, B. Asking the resident how they are, C. Identifying other types of PPE to use, and D. Put an extra pair in your pockets in case you need them later. The slide is repeated on page 17. A print menu is open on the right side of the browser, showing the following settings: Destination: Save as PDF, Pages: Custom (10,11,16,17), and Pages per sheet: 1.

cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL\_Module2PPE\_CurriculumSlides.pdf

HEALTHCARE-ASSOCIATED INFECTIONS PROGRAM

## Knowledge Check

*What is a key step to complete before donning and after doffing gloves? (Select all that apply)*

- A. Hand hygiene
- B. Asking the resident how they are
- C. Identifying other types of PPE to use
- D. Put an extra pair in your pockets in case you need them later

HEALTHCARE-ASSOCIATED INFECTIONS PROGRAM 17

## Knowledge Check

*What is a key step to complete before donning and after doffing gloves? (Select all that apply)*

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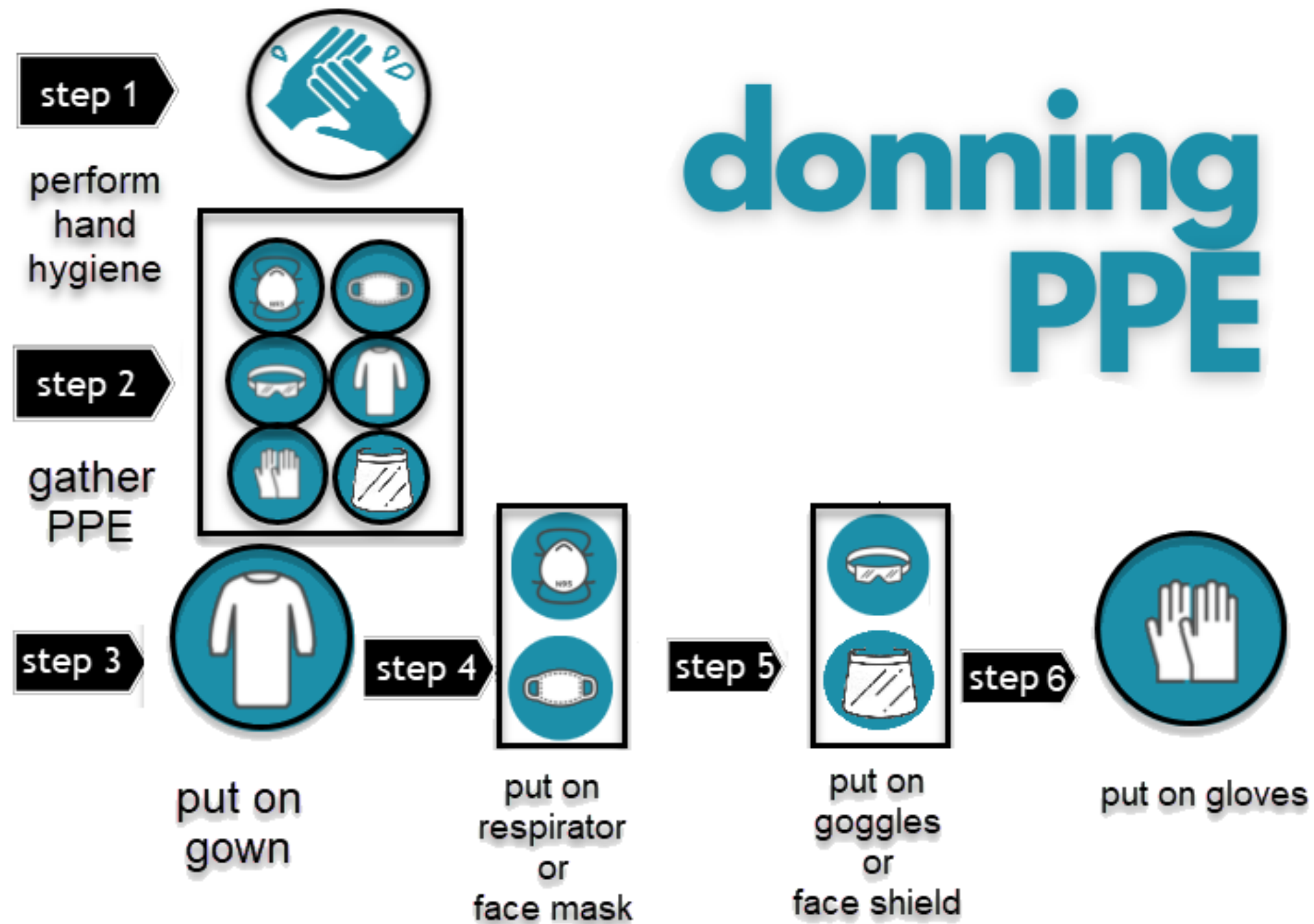
Print 4 pages

Destination Save as PDF

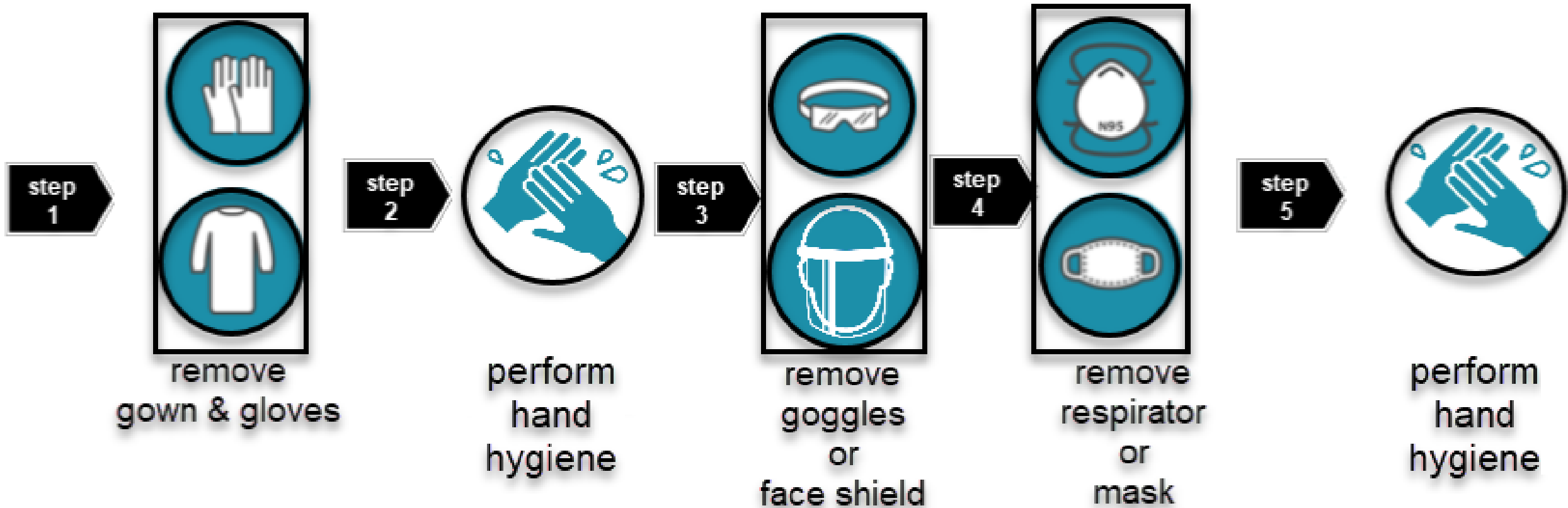
Pages Custom

10,11,16,17

Pages per sheet 1



# doffing PPE



# Knowledge Check

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***What is the key step to complete before donning and doffing gloves? (Select all that apply)***

- A. Hand hygiene
- B. Asking the resident how they are
- C. Identifying other types of PPE to use
- D. Put an extra pair in your pockets in case you need them later

# Knowledge Check

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- A. Hand hygiene
- B. Asking the resident how they are
- C. Identifying other types of PPE to use
- D. Put an extra pair in your pockets in case you need them later

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## **MODULE 3: ENVIRONMENTAL CLEANING AND DISINFECTION**

**EXAMPLE TRAINING TYPE:  
JUST-IN-TIME TRAINING**

**DEMO:  
ACCESSING SLIDES FROM THE TOOLKIT PDF**



## Case Scenario

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You observe your staff opening the bathroom door to empty a resident's bed pan. After they empty the bed pan, they close the bathroom door and turn down the lights of the room with the same gloved hand. This occurs after EVS staff has already cleaned the room.

- Find key messages to share with staff during just-in-time trainings on various slides throughout the curriculum
  - Can have printed slides available as a quick reference tool
- 
-

# ACCESS THE TOOLKIT: USING PDF TOOLKIT TO SELECT AND PRINT MATERIALS

## PDF Toolkit

### Contents

Invitation .....	3
Planning and Implementing IPC Training for CNA.....	3
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Example Training Schedules.....	4
Promote Your Training Sessions and Content.....	
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Evaluating Your Training Program.....	
Guidelines and Agreements for Use .....	
Thank you! .....	
Appendix A: Materials in English.....	
Appendix B: Materials in Spanish.....	

## PDF Toolkit

### Module 3: Environmental Cleaning and Disinfection

This course discusses the role of environmental cleaning and disinfection in preventing the spread of germs in skilled nursing facilities. Participants will also review how to read product labels and strategies for effective cleaning and disinfection.

#### Curriculum Slides

Use the curriculum slides to provide training to CNAs. Curriculum slides are available with presenter notes. Recorded presentations are also available on the [Project Firstline webpage](http://www.cdph.ca.gov/Programs/CHCQ/HAI/Pages/ProjectFirstline_Resources.aspx) (www.cdph.ca.gov/Programs/CHCQ/HAI/Pages/ProjectFirstline\_Resources.aspx).

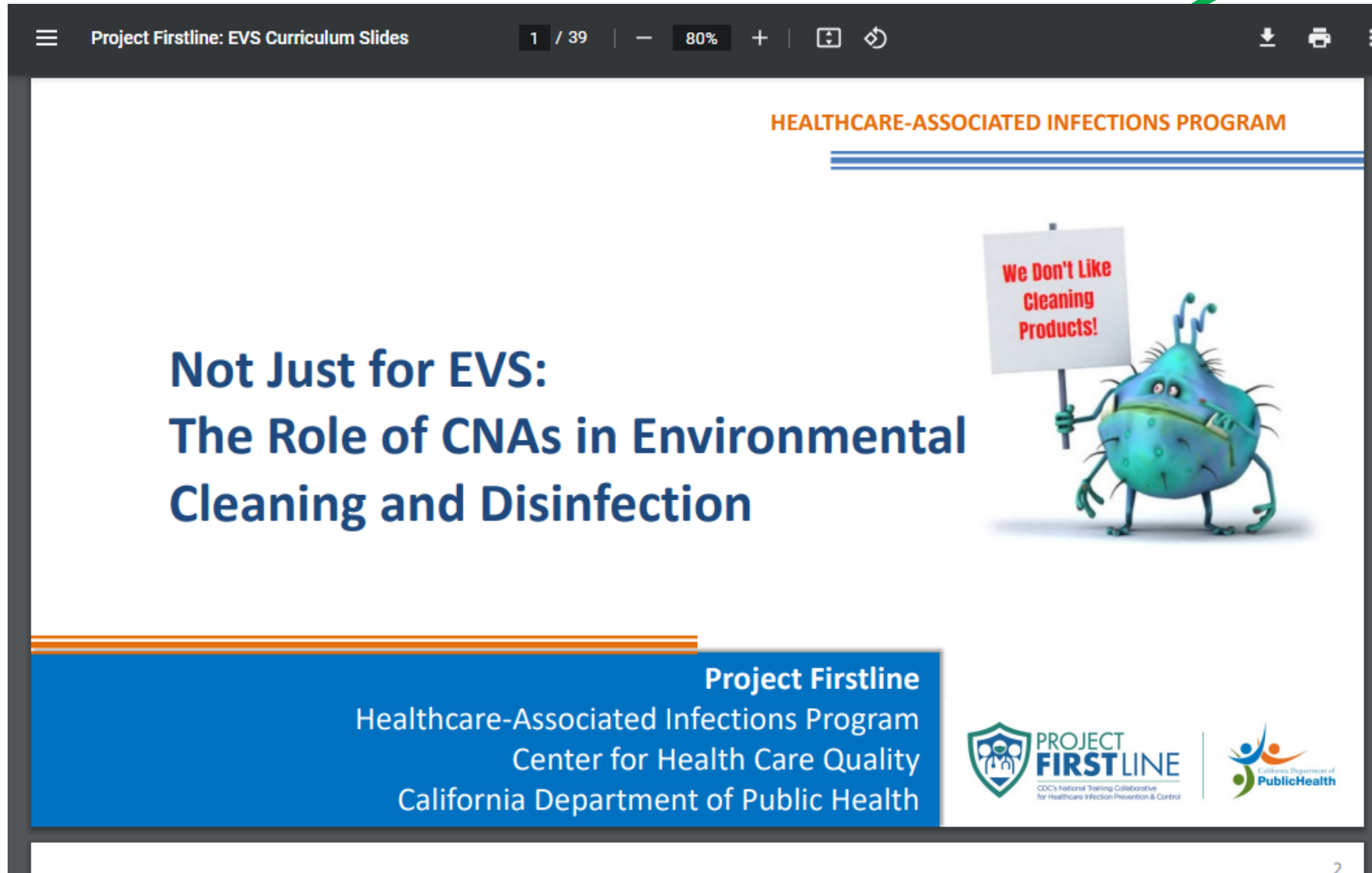
*Click link to go to slides in English*

*Click link to go to slides in Spanish*





# ACCESS THE TOOLKIT: USING PDF TOOLKIT TO SELECT AND PRINT MATERIALS



Project Firstline: EVS Curriculum Slides 1 / 39 80%

HEALTHCARE-ASSOCIATED INFECTIONS PROGRAM

## Not Just for EVS: The Role of CNAs in Environmental Cleaning and Disinfection

We Don't Like  
Cleaning  
Products!

Project Firstline  
Healthcare-Associated Infections Program  
Center for Health Care Quality  
California Department of Public Health

PROJECT FIRSTLINE  
CDC's National Training Collaborative  
for Healthcare Infection Prevention & Control

California Department of  
PublicHealth

2


# ACCESS THE TOOLKIT: USING PDF TOOLKIT TO SELECT AND PRINT MATERIALS

cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL\_Module3EVS\_CurriculumSlides.pdf

HEALTHCARE-ASSOCIATED INFECTIONS PROGRAM

## How Do Contaminated Environmental Surfaces Lead to Resident Infection?

- The healthcare environment can be a source of germs spreading
- Some germs live on surfaces for hours, days, or even months
- When a resident, healthcare personnel, or visitor touches a surface, they might leave germs. Anyone who touches the same surface can pick up the germs.




PROJECT FIRSTLINE  
CALIFORNIA DEPARTMENT OF PUBLIC HEALTH


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HEALTHCARE-ASSOCIATED INFECTIONS PROGRAM


## Healthcare Personnel Touch Many Surfaces




- Door handles
- Toilets
- Showers
- Between bedspaces
- Phones



- Bedrails
- Beds
- Chairs
- Bedside table
- Call lights



- Floors
- Light switches
- Sinks
- Clean supplies
- Remotes



Print 2 pages

Destination Save as PDF

Pages Custom

9,27

Pages per sheet 1

Save Cancel

# How Do Contaminated Environmental Surfaces Lead to Resident Infection?

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# Healthcare Personnel Touch Many Surfaces



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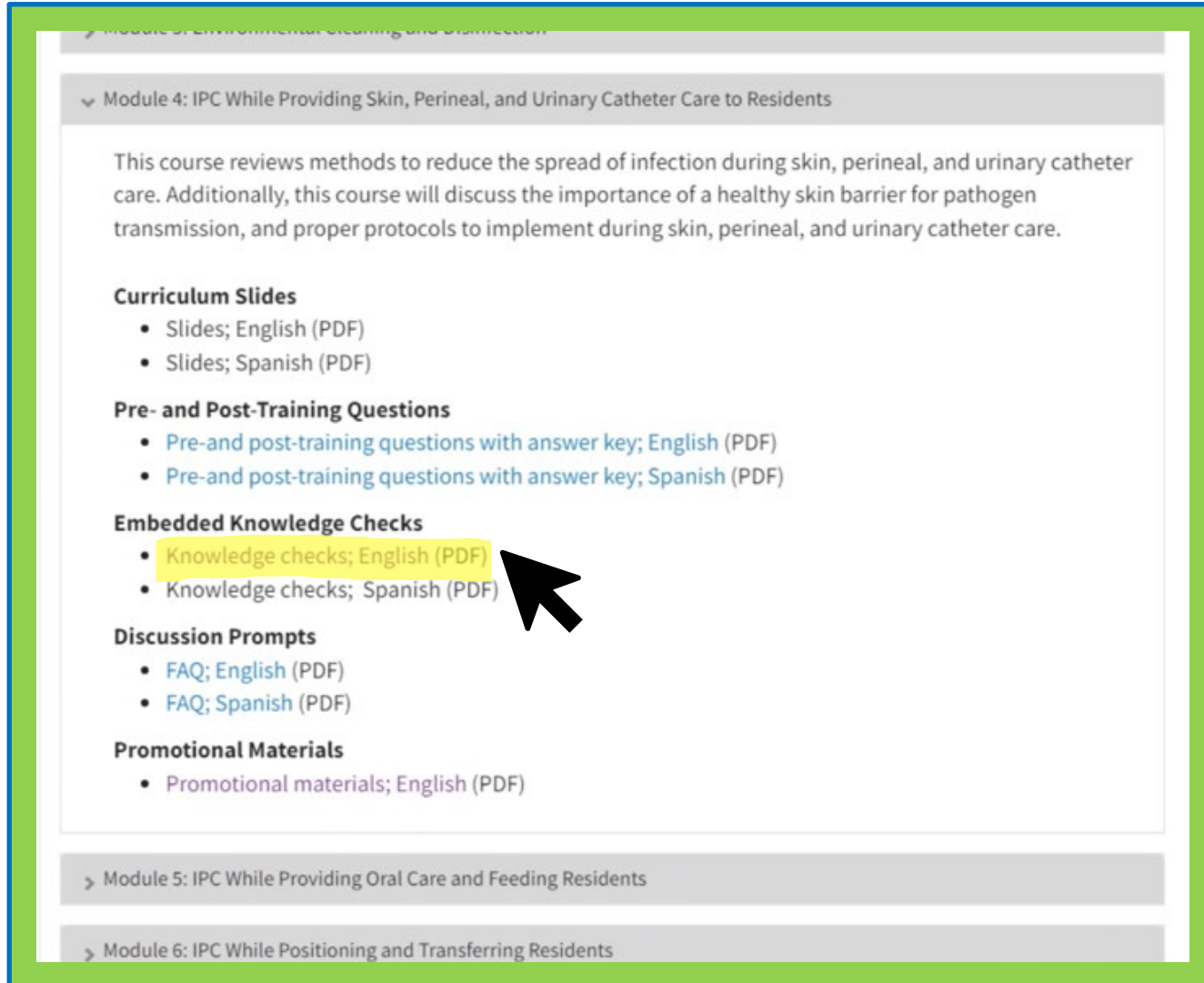
## **MODULE 4:** SKIN, PERINEAL, AND URINARY CATHETER CARE

**DEMO TOOL:**  
EMBEDDED KNOWLEDGE CHECKS





# ACCESS THE TOOLKIT: FINDING EMBEDDED KNOWLEDGE CHECKS



Module 4: IPC While Providing Skin, Perineal, and Urinary Catheter Care to Residents

This course reviews methods to reduce the spread of infection during skin, perineal, and urinary catheter care. Additionally, this course will discuss the importance of a healthy skin barrier for pathogen transmission, and proper protocols to implement during skin, perineal, and urinary catheter care.

**Curriculum Slides**

- Slides; English (PDF)
- Slides; Spanish (PDF)

**Pre- and Post-Training Questions**

- [Pre-and post-training questions with answer key; English \(PDF\)](#)
- [Pre-and post-training questions with answer key; Spanish \(PDF\)](#)

**Embedded Knowledge Checks**

- [Knowledge checks; English \(PDF\)](#)
- Knowledge checks; Spanish (PDF)

**Discussion Prompts**

- [FAQ; English \(PDF\)](#)
- [FAQ; Spanish \(PDF\)](#)

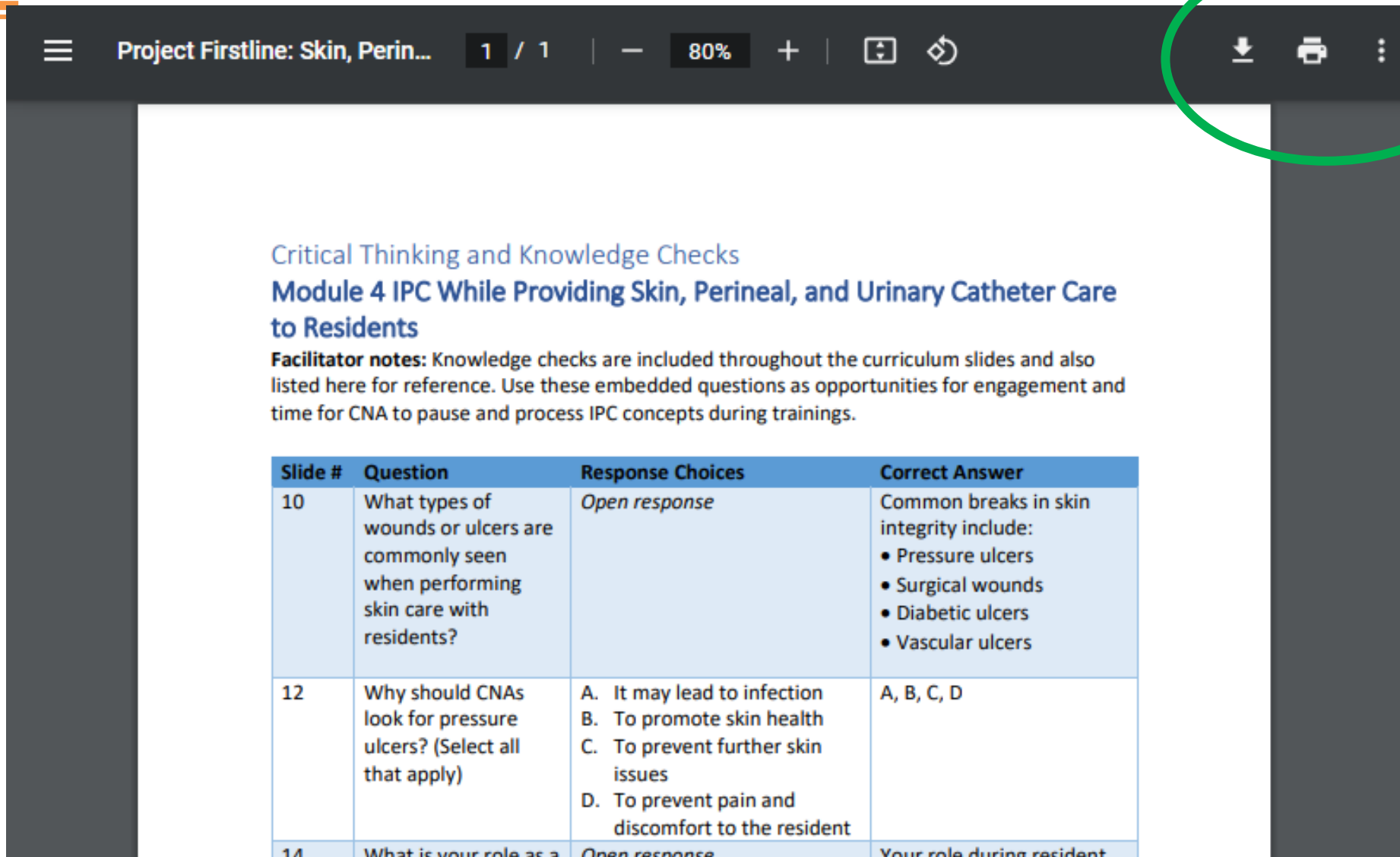
**Promotional Materials**

- Promotional materials; English (PDF)

> Module 5: IPC While Providing Oral Care and Feeding Residents

> Module 6: IPC While Positioning and Transferring Residents

# ACCESS THE TOOLKIT: FINDING EMBEDDED KNOWLEDGE CHECKS



Project Firstline: Skin, Perineal, and Urinary Catheter Care to Residents 1 / 1 | 80%

Critical Thinking and Knowledge Checks  
**Module 4 IPC While Providing Skin, Perineal, and Urinary Catheter Care to Residents**

**Facilitator notes:** Knowledge checks are included throughout the curriculum slides and also listed here for reference. Use these embedded questions as opportunities for engagement and time for CNA to pause and process IPC concepts during trainings.

Slide #	Question	Response Choices	Correct Answer
10	What types of wounds or ulcers are commonly seen when performing skin care with residents?	<i>Open response</i>	Common breaks in skin integrity include: <ul style="list-style-type: none"> <li>• Pressure ulcers</li> <li>• Surgical wounds</li> <li>• Diabetic ulcers</li> <li>• Vascular ulcers</li> </ul>
12	Why should CNAs look for pressure ulcers? (Select all that apply)	A. It may lead to infection B. To promote skin health C. To prevent further skin issues D. To prevent pain and discomfort to the resident	A, B, C, D
14	What is your role as a CNA during resident care?	<i>Open response</i>	Your role during resident care is to provide quality care and ensure the resident's safety and well-being.

# Module 4 Embedded Knowledge Check Sample

Slide #	Question	Response Choices	Correct Answer
10	What types of wounds or ulcers are commonly seen when performing skin care with residents?	<i>Open response</i>	Common breaks in skin integrity include:
12	Why should CNAs look for pressure ulcers on the resident's skin?	Pressure ulcers can lead to infection and discomfort to the resident.	
14	What is your role as a CNA when a resident develops diabetic or PVD-related skin injuries?	<i>Open response</i>	care is to <b>report any observed skin redness or breaks</b> in the skin to the nurse
26	What type of PPE is needed for urinary catheter care?	<i>Open response</i>	<ul style="list-style-type: none"> <li>• Use gloves and gowns to prevent contamination during catheter care</li> <li>• Wear a face shield to prevent splashing when emptying catheter bag</li> </ul>
29	When a resident has a urinary catheter, what should a CNA watch for and report? (Select all that apply)	<ul style="list-style-type: none"> <li>A. Blood or discoloration of urine</li> <li>B. Sudden decrease in urine (check for kink)</li> <li>C. Catheter leaks</li> <li>D. New odor</li> <li>E. Resident reports pressure, burning, or pain</li> </ul>	A, B, C, D, E

14

What is your role as a CNA when a resident develops diabetic or PVD-related skin injuries?

*Open response*

Your role during resident care is to **report any observed skin redness or breaks** in the skin to the nurse



# Ideas for Using Knowledge Checks in Person

- Provide knowledge checks in various formats (e.g., handouts, verbally)
- Individual or group discussion
- Reinforcement activities



# Ideas for Knowledge Checks Online

- Use knowledge checks as poll questions
- Virtual discussion opportunity (e.g., chat, break out groups, screen annotation)



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## MODULE 5: ORAL CARE AND FEEDING

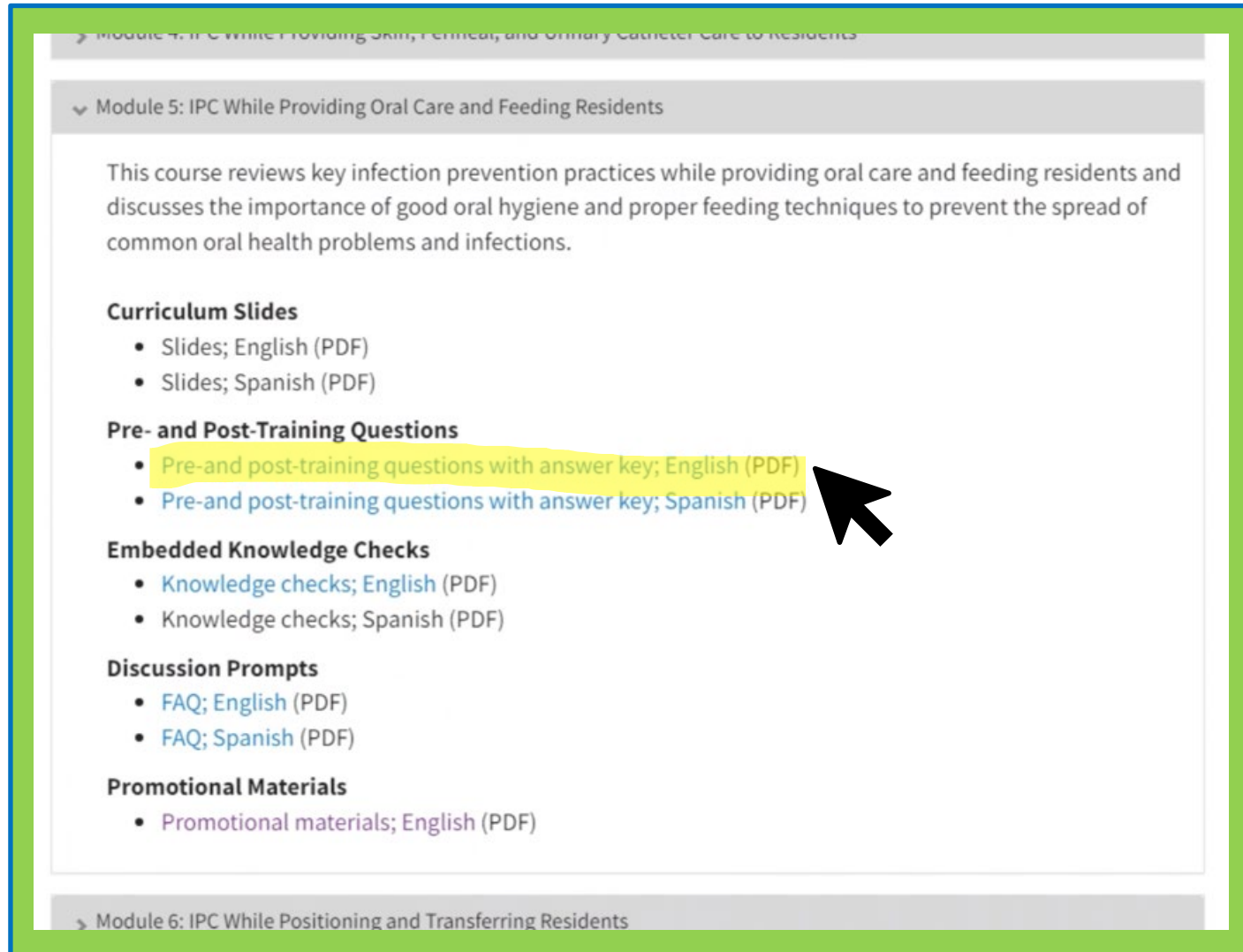
## DEMO TOOL: PRE- AND POST-TRAINING QUESTIONS

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# ACCESS THE TOOLKIT: FINDING PRE- AND POST-TRAINING QUESTIONS



Module 4: IPC While Providing Skin, Perineal, and Urinary Catheter Care to Residents

Module 5: IPC While Providing Oral Care and Feeding Residents

This course reviews key infection prevention practices while providing oral care and feeding residents and discusses the importance of good oral hygiene and proper feeding techniques to prevent the spread of common oral health problems and infections.

**Curriculum Slides**

- Slides; English (PDF)
- Slides; Spanish (PDF)

**Pre- and Post-Training Questions**

- **Pre-and post-training questions with answer key; English (PDF)**
- Pre-and post-training questions with answer key; Spanish (PDF)

**Embedded Knowledge Checks**

- Knowledge checks; English (PDF)
- Knowledge checks; Spanish (PDF)

**Discussion Prompts**

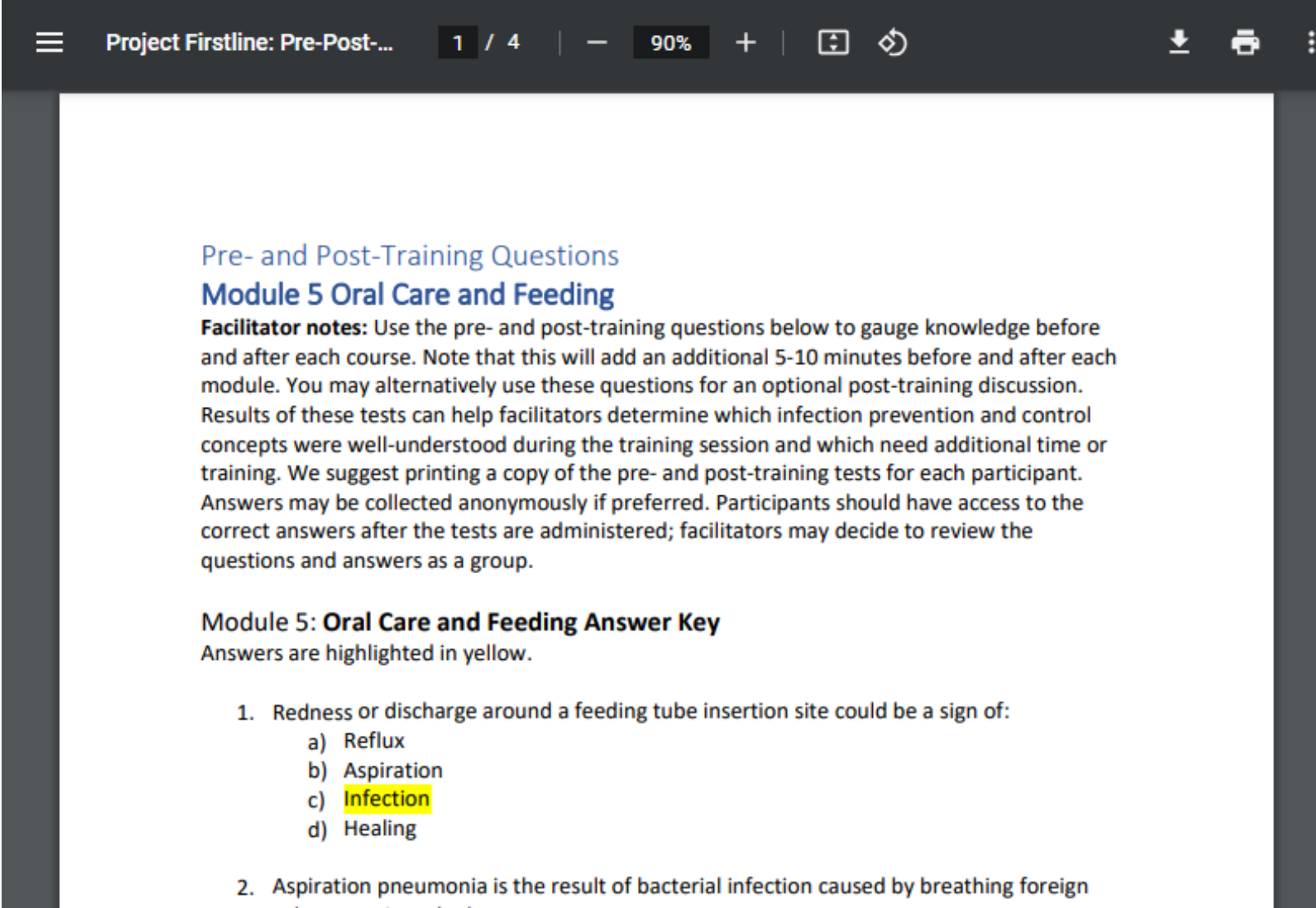
- FAQ; English (PDF)
- FAQ; Spanish (PDF)

**Promotional Materials**

- Promotional materials; English (PDF)

Module 6: IPC While Positioning and Transferring Residents

# ACCESS THE TOOLKIT: FINDING PRE- AND POST-TRAINING QUESTIONS



The screenshot shows a digital toolkit interface with a dark header bar. The header contains a menu icon, the title "Project Firstline: Pre-Post...", a page indicator "1 / 4", a zoom level of "90%", and icons for zooming, full screen, and refresh. Below the header, the main content area is white and contains the following text:

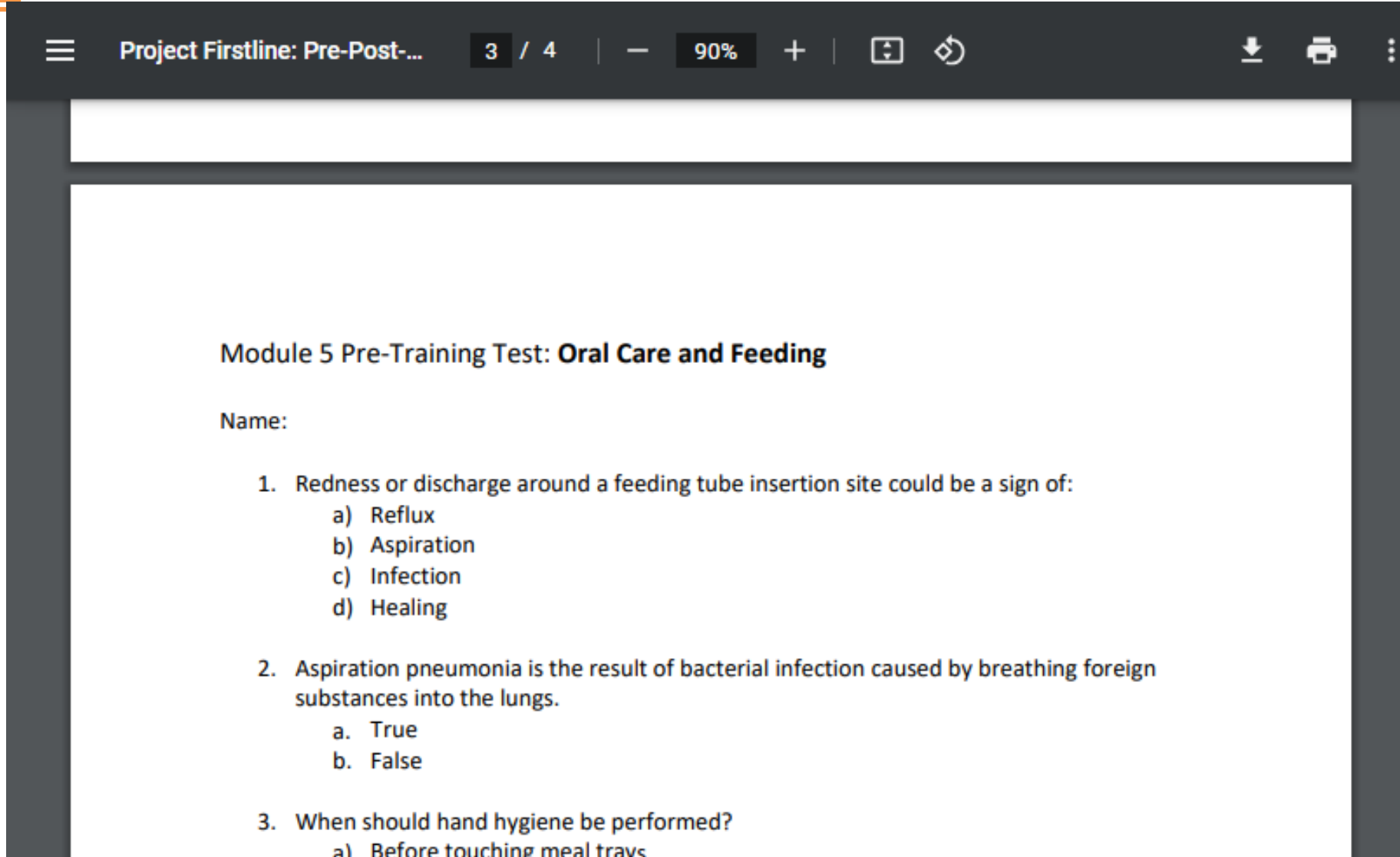
Pre- and Post-Training Questions  
**Module 5 Oral Care and Feeding**

**Facilitator notes:** Use the pre- and post-training questions below to gauge knowledge before and after each course. Note that this will add an additional 5-10 minutes before and after each module. You may alternatively use these questions for an optional post-training discussion. Results of these tests can help facilitators determine which infection prevention and control concepts were well-understood during the training session and which need additional time or training. We suggest printing a copy of the pre- and post-training tests for each participant. Answers may be collected anonymously if preferred. Participants should have access to the correct answers after the tests are administered; facilitators may decide to review the questions and answers as a group.

**Module 5: Oral Care and Feeding Answer Key**  
Answers are highlighted in yellow.

1. Redness or discharge around a feeding tube insertion site could be a sign of:
  - a) Reflux
  - b) Aspiration
  - c) **Infection**
  - d) Healing
2. Aspiration pneumonia is the result of bacterial infection caused by breathing foreign

# ACCESS THE TOOLKIT: FINDING PRE- AND POST-TRAINING QUESTIONS



The screenshot shows a digital interface for a toolkit. At the top, there is a dark navigation bar with a hamburger menu icon, the text "Project Firstline: Pre-Post...", a page indicator "3 / 4", a zoom level "90%", and several utility icons (minus, plus, square, diamond, download, print, and a vertical ellipsis). Below the navigation bar, the main content area is white and contains the following text:

Module 5 Pre-Training Test: **Oral Care and Feeding**

Name:

1. Redness or discharge around a feeding tube insertion site could be a sign of:
  - a) Reflux
  - b) Aspiration
  - c) Infection
  - d) Healing
2. Aspiration pneumonia is the result of bacterial infection caused by breathing foreign substances into the lungs.
  - a. True
  - b. False
3. When should hand hygiene be performed?
  - a) Before touching meal trays

# Pre-Training Questions

## Module 5 Pre-Training Test: Oral Care and Feeding

Name:

1. Redness or discharge around a feeding tube insertion site could be a sign of:
  - a) Reflux
  - b) Aspiration
  - c) Infection
  - d) Healing
2. Aspiration pneumonia is the result of bacterial infection caused by breathing foreign substances into the lungs.
  - a. True
  - b. False
3. When should hand hygiene be performed?
  - a) Before touching meal trays
  - b) After discarding gloves
  - c) Between caring for two residents in a room
  - d) All the above
4. During oral feeding, all the steps should be followed to prevent aspiration events except:
  - a) Keep head elevated to at least 45 degrees
  - b) Monitor swallowing difficulties
  - c) Give solid foods only
  - d) Allow plenty of time for eating
5. The effectiveness of tooth brushing mainly comes from the *toothpaste*, which removes buildup and plaque.
  - a) True
  - b) False
6. If two residents are residing in a same room, which infection prevention practices should a CNA follow immediately after feeding the first resident and before feeding the second resident? (Select all that apply)
  - a) Elevate the bed to 45 degrees
  - b) Perform hand hygiene
  - c) Give the first resident a bath
  - d) Put on a new pair of gloves

Name:

1. Redness or discharge around a feeding tube insertion site could be a sign of:
  - a) Reflux
  - b) Aspiration
  - c) Infection
  - d) Healing
2. Aspiration pneumonia is the result of bacterial infection caused by breathing foreign substances into the lungs.
  - a. True
  - b. False

# Post-Training Questions – Incorrect Responses

Questions 3 and 4 from post-training test answered incorrectly by staff

- Use the pre/post-test answer key
- Provide rationale
- Emphasize relevant slide content

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  - c) Give solid foods only
  - d) Allow plenty of time for eating



# Infection Prevention Practices while Feeding

- Check and maintain the temperature of the food
- Perform hand hygiene before feeding
- Wear gloves, if necessary
- After feeding, clean the area where tray was kept
- Remove the towel, food tray, and utensils
- Discard gloves and perform hand hygiene
- Chart the intake



## Post-Training Questions – Incorrect Responses

Questions 3 and 4 from post-training test answered incorrectly by staff

- Use the pre/post-test answer key
- Provide rationale
- Emphasize relevant slide content

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  - d) Allow plenty of time for eating

# Preventing Aspiration Events

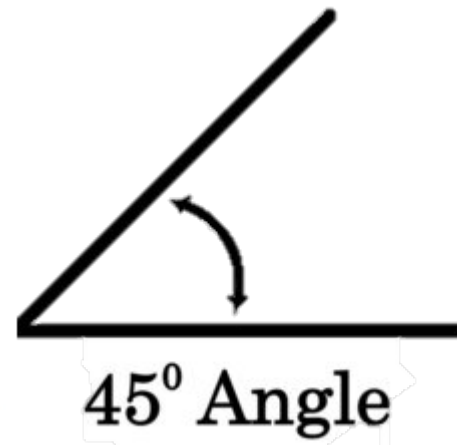
## Before and after oral feeding:

- Keep bed elevated to at least  $45^{\circ}$
- Always follow facility policy



## During oral feeding:

- Allow plenty of time to chew foods completely
- Alternate giving solid and liquid foods
- Monitor for swallowing difficulties



# Pre/Post Training Questions Answer Key

## Module 5: Oral Care and Feeding

### Answer Key

1. Redness or discharge around a feeding tube insertion site could be a sign of:
  - a) Reflux
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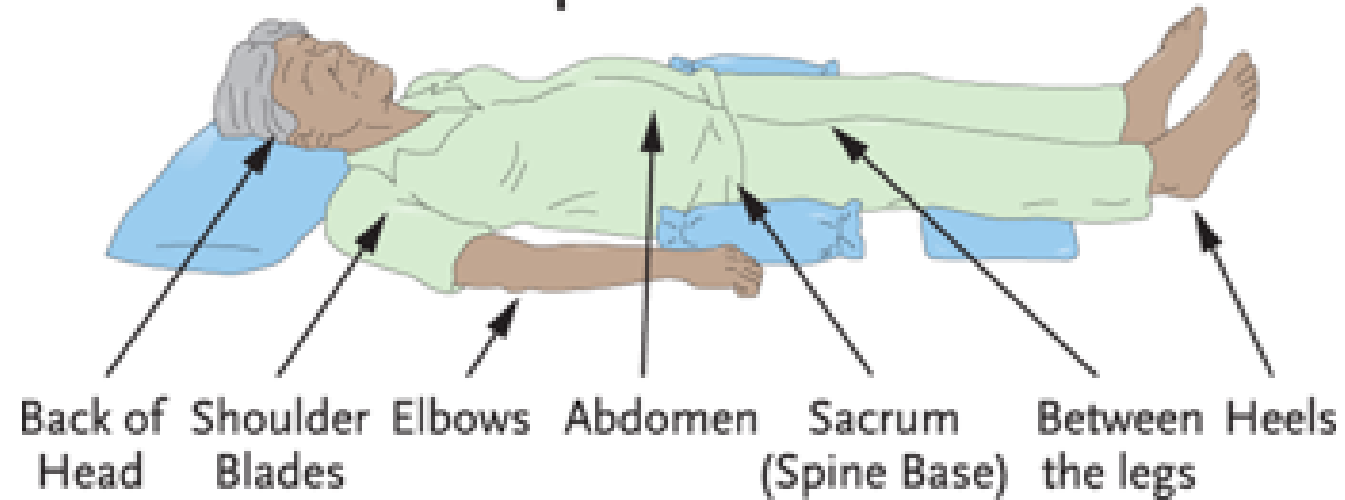
## MODULE 6: POSITIONING AND TRANSFERRING OF RESIDENTS

### DEMO TOOL: FAQ

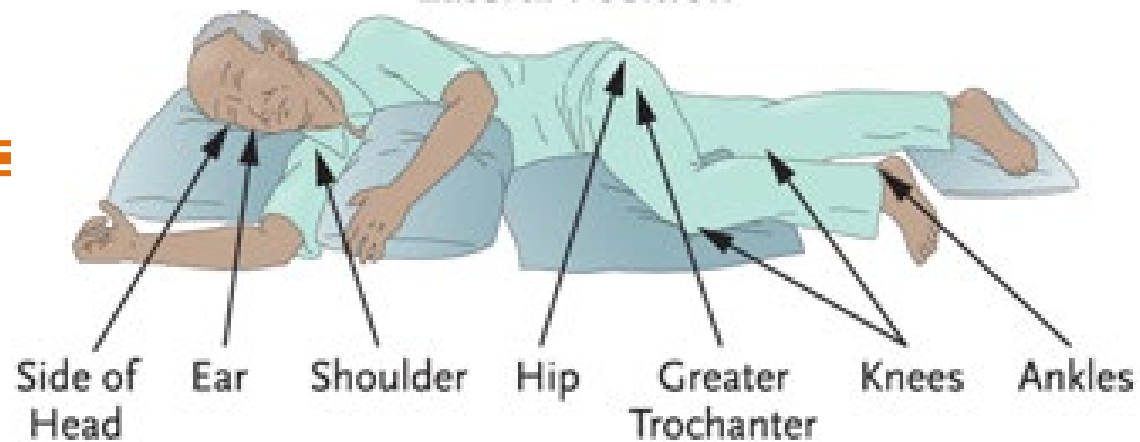


# Positions

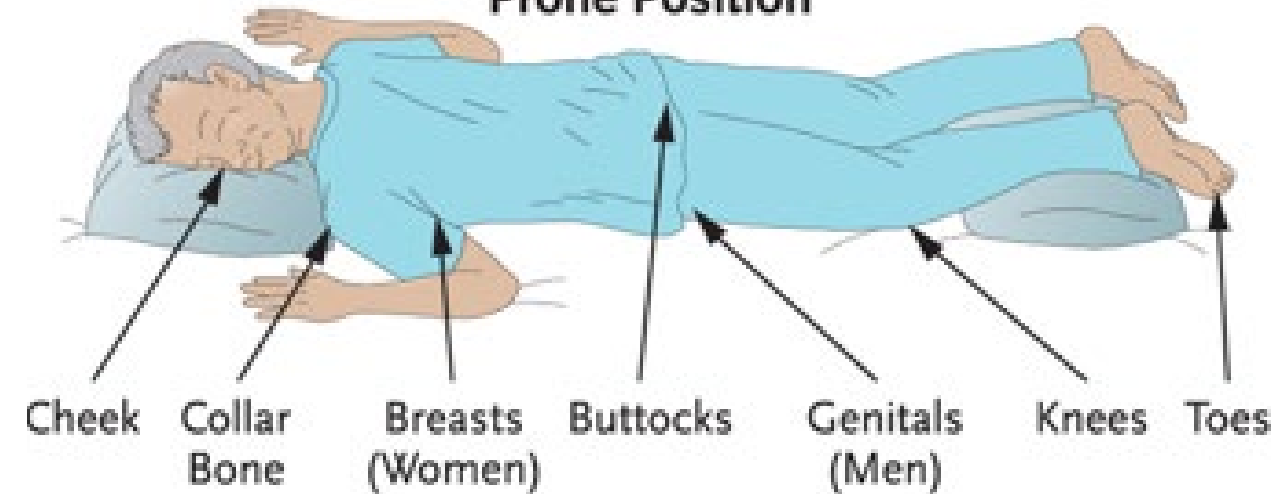
## Supine Position



## Lateral Position



## Prone Position



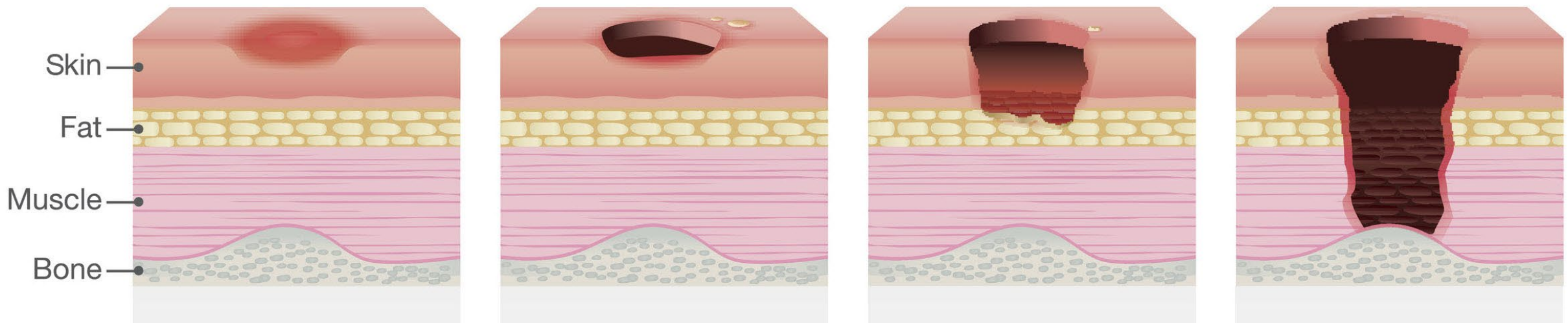
# Stages of Pressure Injuries

Stage 1

Stage 2

Stage 3

Stage 4





# Transferring from Bed to Wheelchair

- Perform hand hygiene before and after transfer
- Use appropriate PPE
- Considerations:
  - How long will the resident be in chair?
  - Check tubes for any obstruction or kinking
  - Be aware of need to reposition (e.g., perform chair “push-ups”)

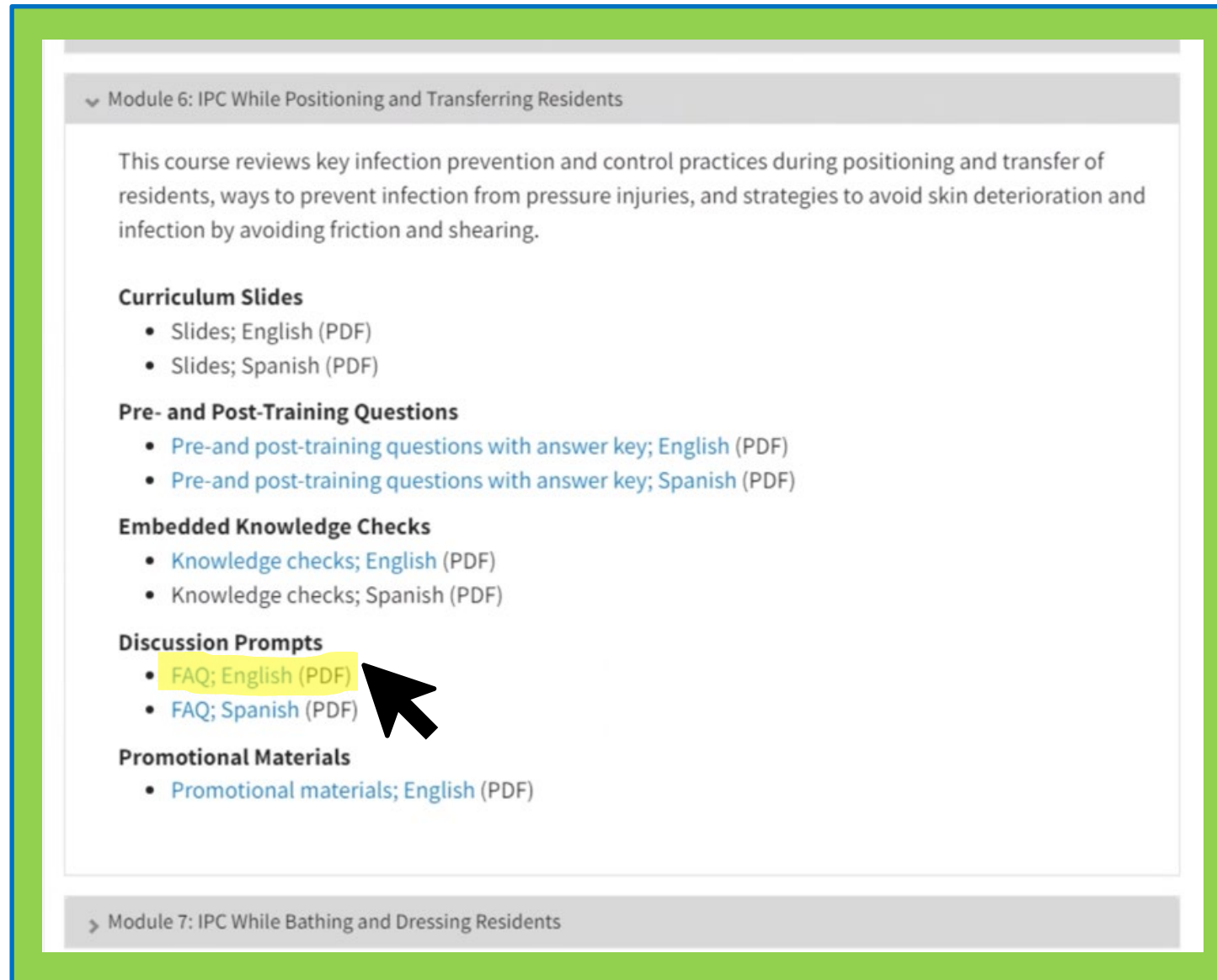




# ACCESS THE TOOLKIT: FAQ

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Module 6: IPC While Positioning and Transferring Residents

This course reviews key infection prevention and control practices during positioning and transfer of residents, ways to prevent infection from pressure injuries, and strategies to avoid skin deterioration and infection by avoiding friction and shearing.

**Curriculum Slides**

- Slides; English (PDF)
- Slides; Spanish (PDF)

**Pre- and Post-Training Questions**

- [Pre-and post-training questions with answer key; English \(PDF\)](#)
- [Pre-and post-training questions with answer key; Spanish \(PDF\)](#)

**Embedded Knowledge Checks**

- [Knowledge checks; English \(PDF\)](#)
- Knowledge checks; Spanish (PDF)

**Discussion Prompts**

- [FAQ; English \(PDF\)](#)
- [FAQ; Spanish \(PDF\)](#)

**Promotional Materials**

- [Promotional materials; English \(PDF\)](#)

Module 7: IPC While Bathing and Dressing Residents

# ACCESS THE TOOLKIT: FAQ

The image shows a screenshot of a PDF viewer interface. At the top, there is a dark grey header bar with a hamburger menu icon on the left, the text 'Project Firstline: IPC While ...', a page indicator '1 / 2', a zoom level of '90%', and icons for zoom in (+), zoom out (-), full screen, and refresh. On the right side of the header bar are icons for download, print, and a vertical ellipsis menu. The main content area is white and contains the following text:

FAQ

## Module 6 IPC While Positioning & Transferring Residents

**Facilitator notes:** Each Project Firstline CNA module is designed to provide 30 minutes of training content with optional post-training discussion using the *FAQ* files. Use any or all FAQ below to initiate further discussion among CNA after trainings, during huddles or team meetings, etc.

- 1. Can CNAs use a rubbing technique on residents' skin to promote circulation around the reddened areas?**

CNAs may give frequent, thorough skin care as often as needed for residents. Massage their skin gently using light, circular strokes to increase circulation. Do not massage bony areas. Do not massage a white, red, or purple areas or put any pressure on it. Massage the *healthy* skin and tissue around the area.
- 2. What should I do if a skin tear occurs when I am transferring a resident?**

Tell the nurse. If it is bleeding, put gentle pressure on it until the nurse gets there.

# Module 6 FAQ – Q&A

## Module 6 FAQ: IPC While Positioning & Transferring Residents

- 1. Can CNAs use a rubbing technique on residents' skin to promote circulation around the reddened areas?**  
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- 2. What should I do if a skin tear occurs when I am transferring a resident?**  
Tell the nurse. If it is bleeding, put gentle pressure on it until the nurse gets there.
- 3. How do I move a resident who is on Transmission-Based Precautions?**  
Try to limit their transport outside of their room. When you absolutely must move a resident on Transmission-Based Precautions out of their room to another part of your facility, remember to cover any infected areas of the resident's body to contain fluid or discharge, and to prevent the infected areas from being exposed to the surrounding air. The resident must wear a mask while being moved to another part of the facility if they are coughing, sneezing, or on droplet or airborne precautions.
- 4. What can I do as a CNA when residents must leave their room to go to another department?**  
Provide good hand-off communication to other staff about the type of isolation precautions. This may include verbal, written, or electronic notifications. As a CNA, you should understand and follow these instructions.

### References

- [About Project Firstline | Centers for Disease Control and Prevention \(CDC\)](http://www.cdc.gov/infectioncontrol/projectfirstline/about.html)  
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- [Infection Control Basics | Centers for Disease Control and Prevention \(CDC\)](http://www.cdc.gov/infectioncontrol/basics/index.html)  
www.cdc.gov/infectioncontrol/basics/index.html
- [Pressure Ulcers Among Nursing Home Residents | Centers for Disease Control and Prevention \(CDC\)](http://www.cdc.gov/nchs/products/databriefs/db14.htm)  
www.cdc.gov/nchs/products/databriefs/db14.htm
- [Preventing the Most Common HAI | California Department of Public Health \(CDPH\)](http://www.cdph.ca.gov/Programs/CHCO/HAI/Pages/SNF_PreventingCommonHAI.aspx)  
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## Module 6 FAQ: IPC While Positioning & Transferring Residents

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# Module 6 FAQ - References

## Module 6 FAQ: IPC While Positioning & Transferring Residents

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- [Pressure Ulcers Among Nursing Home Residents | Centers for Disease Control and Prevention \(CDC\)](http://www.cdc.gov/nchs/products/databriefs/db14.htm)  
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- [Preventing the Most Common HAI | California Department of Public Health \(CDPH\)](http://www.cdph.ca.gov/Programs/CHCQ/HAI/Pages/SNF_PreventingCommonHAI.aspx)  
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## References

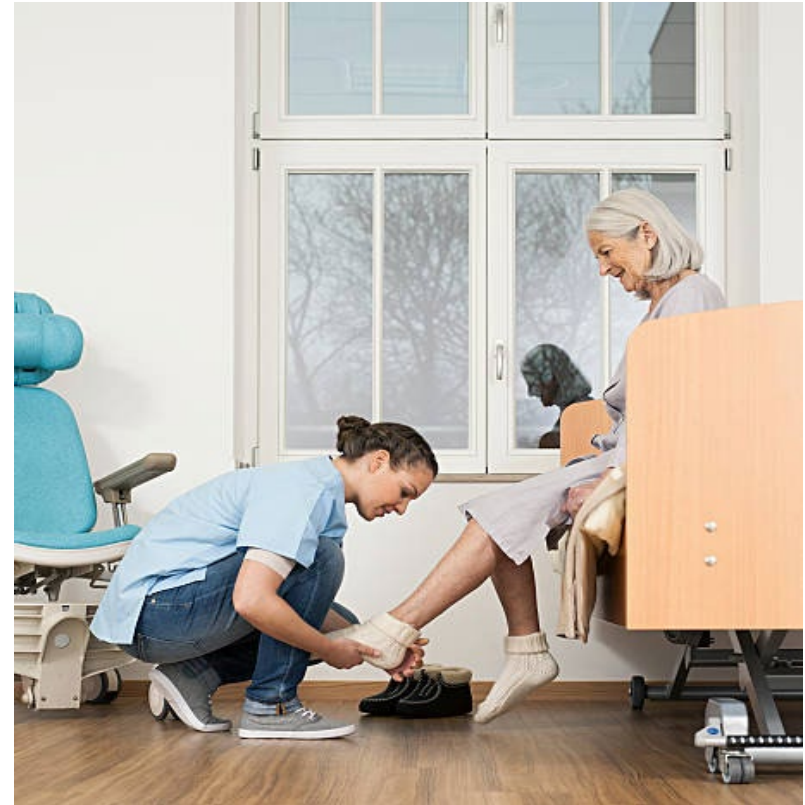
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## MODULE 7: BATHING AND DRESSING

### DEMO: ACCESS SPANISH TOOLKIT MATERIALS





# ACCESS THE TOOLKIT: FINDING CURRICULA SLIDES IN SPANISH

## PDF Toolkit

### Appendix B: Materials in Spanish

Click the link for each appendix item to access the digital

#### Module 1: Standard Precautions

[Appendix 1.1 – Slides](#)

[Appendix 1.2 – Embedded Knowledge Checks](#)

[Appendix 1.3 – Pre- and Post-Training Questions with Answer Key](#)

[Appendix 1.4 – FAQ](#)

#### Module 2: Personal Protective Equipment

[Appendix 2.1 – Slides](#)

[Appendix 2.2 – Embedded Knowledge Checks](#)

[Appendix 2.3 – Pre- and Post-Training Questions with Answer Key](#)

## Webpage Toolkit

> Module 6: IPC While Positioning and Transferring Residents

▼ Module 7: IPC While Bathing and Dressing Residents

This course reviews key infection prevention practices during bathing and dressing to help prevent the spread of infections among residents, including identifying appropriate personal protective equipment (PPE) to use while bathing and dressing residents.

#### Curriculum Slides

- Slides; English (PDF)
- Slides; Spanish (PDF)

#### Pre- and Post-Training Questions

- Pre-and post-training questions with answer key; English (PDF)
- Pre-and post-training questions with answer key; Spanish (PDF)

#### Embedded Knowledge Checks

- Knowledge checks; English (PDF)
- Knowledge checks; Spanish (PDF)

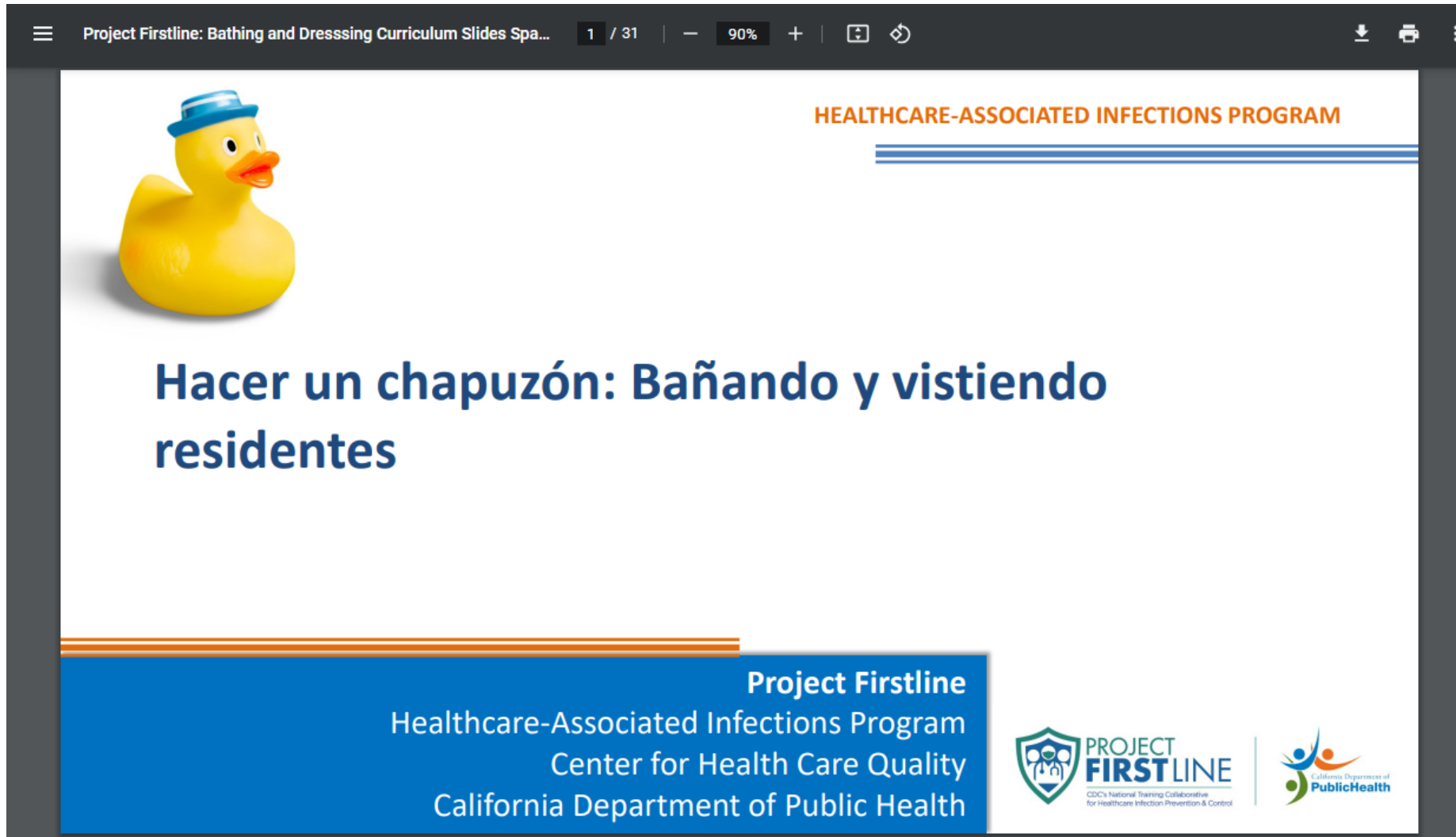
#### Discussion Prompts

- FAQ; English (PDF)
- FAQ; Spanish (PDF)

#### Promotional Materials


- Promotional materials; English (PDF)

# ACCESS THE TOOLKIT: FINDING CURRICULA SLIDES IN SPANISH





Project Firstline: Bathing and Dressing Curriculum Slides Spa... 1 / 31 | - 90% + | [Icons]

**HEALTHCARE-ASSOCIATED INFECTIONS PROGRAM**



## Hacer un chapuzón: Bañando y vistiendo residentes

**Project Firstline**  
Healthcare-Associated Infections Program  
Center for Health Care Quality  
California Department of Public Health



## Bathing and Hygiene

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- Hygiene practices keep bodies clean and healthy
  - Bathing is the cleaning of the body for the purposes of relaxation, cleanliness, and healing.
  - Prevents:
    - Yeast or bacterial infections
    - Urinary tract infections (UTI)
    - Device-associated infections
- Grooming
  - Examples: fingernail care, foot care, hair care



## Baño e Higiene

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- Las prácticas de higiene mantienen los cuerpos limpios y saludables
  - El baño es la limpieza del cuerpo con fines de relajación, limpieza y curación.
  - Previene:
    - Infecciones por hongos o bacterias
    - Infecciones del tracto urinario (UTI)
    - Infecciones asociadas al dispositivo
- Aseo
  - Ejemplos: cuidado de uñas, cuidado de pies, cuidado del cabello





# Pre/Post Training Questions and Answer Key in Spanish

## Módulo 7 Evaluación Previa: Bañarse y vestir a los residentes

Nombre:

- Las buenas prácticas de lavado corporal pueden mantener la piel sana y prevenir la propagación de infecciones.
  - Verdadero
  - Falso
- La limpieza es el acto de eliminar la suciedad, la suciedad y otros materiales como la sangre o los fluidos corporales y normalmente se realiza mediante: (Seleccione todo lo que corresponda)
  - Jabón
  - Detergente
  - Agua
  - Crema de afeitar
- Está a punto de darle un baño a un residente y deberá usar el equipo de ascensor/transferencia para mover al residente. Al recuperar el equipo de elevación/transferencia, no está seguro si se limpió después del último uso. ¿Qué debes hacer?
  - Averigüe quién usó el equipo por última vez y pregunte si lo limpiaron.
  - Limpie y desinfecte el equipo usted mismo, siguiendo las instrucciones del fabricante y de su instalación.
  - Simplemente use el equipo; no dañará a nadie ya que solo se usa para levantar al residente.
  - Decida no usar el equipo y en su lugar dé al residente un baño de cama.
- Cambiar la ropa de los residentes diariamente ayudará a prevenir la propagación de enfermedades.
  - Verdadero
  - Falso

## Módulo 7: Bañarse y vestir a los residentes

### Answer Key

- Las buenas prácticas de lavado corporal pueden mantener la piel sana y prevenir la propagación de infecciones.
  - Verdadero
  - Falso
- La limpieza es el acto de eliminar la suciedad, la suciedad y otros materiales como la sangre o los fluidos corporales y normalmente se realiza mediante: (Seleccione todo lo que corresponda)
  - Jabón
  - Detergente
  - Agua
  - Crema de afeitar
- Está a punto de darle un baño a un residente y deberá usar el equipo de ascensor/transferencia para mover al residente. Al recuperar el equipo de elevación/transferencia, no está seguro si se limpió después del último uso. ¿Qué debes hacer?
  - Averigüe quién usó el equipo por última vez y pregunte si lo limpiaron.
  - Limpie y desinfecte el equipo usted mismo, siguiendo las instrucciones del fabricante y de su instalación.
  - Simplemente use el equipo; no dañará a nadie ya que solo se usa para levantar al residente.
  - Decida no usar el equipo y en su lugar dé al residente un baño de cama.
- Cambiar la ropa de los residentes diariamente ayudará a prevenir la propagación de enfermedades.
  - Verdadero
  - Falso

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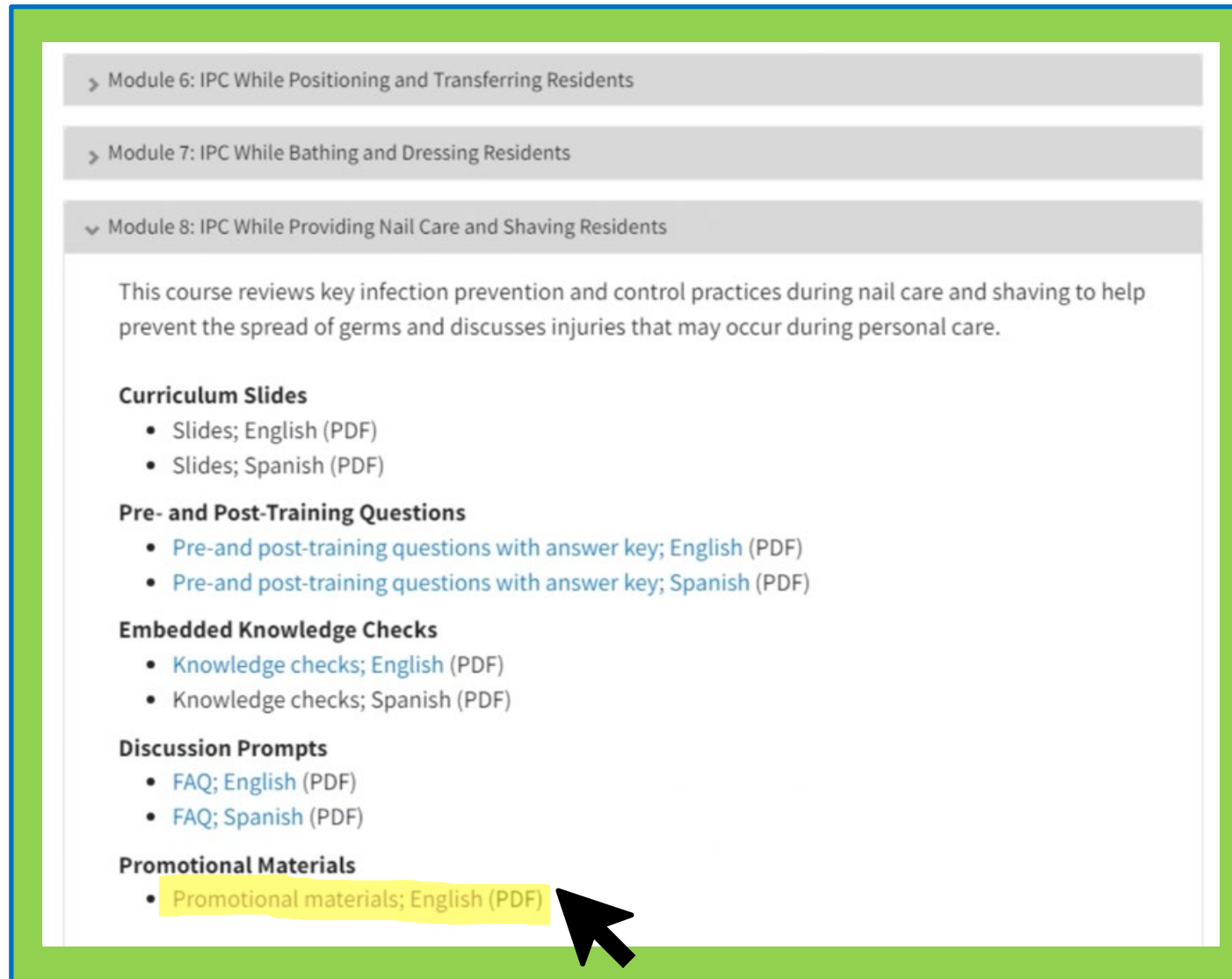
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**MODULE 8:**  
**NAIL CARE AND SHAVING**

**DEMO:**  
**PROMOTIONAL MATERIALS**



# ACCESS THE TOOLKIT: FINDING PROMOTIONAL MATERIALS



The screenshot shows a course menu with three modules. Module 8 is expanded, showing a description and several resource categories. The 'Promotional Materials' category is highlighted in yellow, and a mouse cursor is pointing to the 'Promotional materials; English (PDF)' link.

> Module 6: IPC While Positioning and Transferring Residents

> Module 7: IPC While Bathing and Dressing Residents

▼ Module 8: IPC While Providing Nail Care and Shaving Residents

This course reviews key infection prevention and control practices during nail care and shaving to help prevent the spread of germs and discusses injuries that may occur during personal care.

**Curriculum Slides**

- Slides; English (PDF)
- Slides; Spanish (PDF)

**Pre- and Post-Training Questions**

- [Pre-and post-training questions with answer key; English \(PDF\)](#)
- [Pre-and post-training questions with answer key; Spanish \(PDF\)](#)

**Embedded Knowledge Checks**

- [Knowledge checks; English \(PDF\)](#)
- Knowledge checks; Spanish (PDF)

**Discussion Prompts**

- [FAQ; English \(PDF\)](#)
- [FAQ; Spanish \(PDF\)](#)

**Promotional Materials**

- [Promotional materials; English \(PDF\)](#)

# ACCESS THE TOOLKIT: FINDING PROMOTIONAL MATERIALS


Project Firstline: Nail Care ... 1 / 2 | - 90% + | [Icons]

## Promotional Materials

### Module 8 IPC While Providing Nail Care and Shaving Residents

**Facilitator notes:** Consider using promotional materials for each module to market your training sessions. The below includes sample messaging, links to images, and flyer templates.

- **Sample messaging** can be shared via email or text message with or without the corresponding image.
- **Images** can be used as provided, e.g., for workplace bulletins, or for other communications.
- **Flyer templates** can be printed as is and filled out by hand, or edited in a PDF editor.

Sample Messaging	Image
How can Certified Nursing Assistants (CNAs) prevent the spread of infection while providing nail care and shaving assistance to residents? Join us for our next infection prevention and control training to find out! <i>[Include training information here including how to sign up]</i>	


# Promotional Materials

## Promotional Materials

### Module 8 IPC While Providing Nail Care and Shaving Residents

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Sample Messaging	Image
<p>How can Certified Nursing Assistants (CNAs) prevent the spread of infection while providing nail care and shaving assistance to residents? Join us for our next infection prevention and control training to find out!  <i>[Include training information here including how to sign up]</i></p>	 <p>Download this image</p>

- Use promotional material to help advertise your training
- Sample messaging can be shared via email or text, with or without image
- Images can be used for digital communications or printed out and posted
  - Can also be used to reinforce trainings



# Infection Prevention and Control Training

How can **Certified Nursing Assistants (CNAs)** prevent the spread of infection while providing nail care and shaving assistance to residents? **Join us for our next infection prevention and control training to find out!**

**HOW DOES NAIL CARE AND SHAVING PREVENT INFECTIONS?**

**PROPER TECHNIQUE AND EQUIPMENT AVOIDS INJURIES TO SKIN AND NAILS**

**REMOVES GERMS FROM NAILS AND PROMOTES CLEANLINESS**

**PROJECT FIRST LINE**  
2011 National Safety Council  
Nursing Home Accreditation & Compliance

**CDPH**

**Join Us!**

**When:** \_\_\_\_\_

**Where:** \_\_\_\_\_

**Questions? Please Contact:**



# ADDRESSING IPC TRAINING BARRIERS





## Call-back: Barriers to Providing IPC Training to CNA

- Not sure where to start
- Lack of leadership support
- Not sure what training materials to use
- Time constraints or staff availability
- Not feeling confident with level of CNA IPC knowledge
- Other, specify/share in the chat

## Not Sure Where to Start

- This workshop!
- Enlist other leaders – this is a team effort!
- Start small (e.g., one module at a time)
- Know your audience (e.g., their current level of understanding, learning language preference)

## Lack of Leadership Support for Training

- Identify leadership's barriers (e.g., financial)
- Give them an opportunity to be part of the training (e.g., invite them to be trainer, designate a IPC Champion)

## Not Sure What Training Materials to Use

- Consider the trainings shared today – **Use the CNA Toolkit!**
- Use recordings and slides from previous trainings on Project Firstline webpage:

<https://www.cdph.ca.gov/Programs/CHCQ/HAI/Pages/ProjectFirstlineResources.aspx>



## Time Constraints or Staff Availability

- Provide the training over time (e.g., review 1 topic each month)
- Use select slides
- Train during daily huddle
- Train as part of new hire/annual orientation
- Train anywhere (e.g., nursing station, classroom)

## Not Feeling Confident with Level of CNA IPC Knowledge

- Review Toolkit and Implementation Guide
- Review the CNA modules and corresponding references (e.g., CDC, CDPH HAI IP courses)
- Work with your corporate IP
- Attend IPC for CNA Train-the-Trainer Office Hours – Friday, July 28, 2023, 11-12PM
  - Register for Office Hours here:  
<https://us06web.zoom.us/meeting/register/tZEuc-qupzkoGtG71ilH7H8et-NBAkDrJAZG#/registration>



# SUSTAINING IPC KNOWLEDGE AND PRACTICE





# Use Adherence Monitoring Tools to Measure Adherence to IPC Practices

- Performance is scored as percent adherence
- Identify gaps in processes or training

## Monitoring Adherence to Health Care Practices that Prevent Infection

Healthcare facilities have infection control and prevention policies in place and are highly encouraged to develop a plan to regularly monitor staff adherence to evidence-based infection prevention practices. The following tools developed by the California Department of Public Health Healthcare-Associated Infections (HAI) Program may be used to measure healthcare worker adherence to care practices critical in preventing infections. Local public health may also use these tools to assist with healthcare facility infection prevention consultations. Select tool(s) based on type of infection control assessment to be conducted.

### Suggestions for tool use:

- Make use of “secret shoppers.” Monitoring by a designated staff member, such as the infection preventionist, may result in inflated adherence percentages.
- Calculate an ‘adherence percentage’ after each monitoring session. Share performance data with staff and leadership to gain support for infection prevention interventions.
- Conduct adherence monitoring and provide feedback to frontline staff on a regular basis to assess improvement over time, increase compliance, and prevent HAI.



### Blood Glucose Monitoring

Incorrect use of or failing to properly disinfect blood glucose meters places patients at risk for bloodborne pathogen infections. Use this tool to observe blood glucose monitoring practices and identify gaps and opportunities for improvement. Monitoring may be performed in any type of patient care location where blood glucose is monitored.

- [Blood Glucose Meter Adherence Monitoring Tool \(PDF\)](#)

Use this tool to observe blood glucose monitoring practices and identify gaps and opportunities for improvement. Monitoring may be performed in any type of patient care location where blood glucose is monitored.

### Additional resources:

- [CDC Infection Prevention during Blood Glucose Monitoring and Insulin Administration](#)
- [CDC Frequently Asked Questions \(FAQs\) regarding Assisted Blood Glucose Monitoring and Insulin Administration](#)



### Central Line Adherence Monitoring

A central line associated bloodstream infection (CLABSI) may occur due to breaches in technique during line insertion or lapses in infection prevention practices when accessing and maintaining the line.

- [Central Line Insertion Practices Adherence Monitoring Tool \(PDF\)](#)

Use this tool to observe the central line insertion process.

## [Adherence Monitoring Tools](https://www.cdph.ca.gov/Programs/CHCQ/HAI/Pages/MonitoringAdherenceToHCPracticesThatPreventInfection.aspx)

(<https://www.cdph.ca.gov/Programs/CHCQ/HAI/Pages/MonitoringAdherenceToHCPracticesThatPreventInfection.aspx>)



## Healthcare-Associated Infections Program Adherence Monitoring Hand Hygiene

Assessment completed by:

Date:

Unit:

Regular monitoring with feedback of results to staff can improve hand hygiene adherence. Use this tool to identify gaps and opportunities for improvement. Monitoring may be performed in any type of patient care location.

**Instructions:** Observe at least 10 hand hygiene (HH) opportunities per unit. Observe a staff member and record his/her discipline. Check the type of hand hygiene opportunity you are observing. Indicate if HH was performed. Record the total number of successful HH opportunities and calculate adherence.

HH Opportunity	Discipline	What type of HH opportunity was observed? (select/ <input checked="" type="checkbox"/> 1 per line)	Was HH performed for opportunity observed? ✓ or ∅
<i>Example</i>	N	<input type="checkbox"/> before care/entering room* <input type="checkbox"/> before task <input type="checkbox"/> after body fluids <input type="checkbox"/> after care* <input checked="" type="checkbox"/> upon leaving room *Remember: Hand hygiene should be performed before <u>and</u> after glove use	✓
HH1.		<input type="checkbox"/> before care/entering room <input type="checkbox"/> before task <input type="checkbox"/> after body fluids <input type="checkbox"/> after care <input type="checkbox"/> upon leaving room	
HH2.		<input type="checkbox"/> before care/entering room <input type="checkbox"/> before task <input type="checkbox"/> after body fluids <input type="checkbox"/> after care <input type="checkbox"/> upon leaving room	
HH3.		<input type="checkbox"/> before care/entering room <input type="checkbox"/> before task <input type="checkbox"/> after body fluids <input type="checkbox"/> after care <input type="checkbox"/> upon leaving room	
HH4.		<input type="checkbox"/> before care/entering room <input type="checkbox"/> before task <input type="checkbox"/> after body fluids <input type="checkbox"/> after care <input type="checkbox"/> upon leaving room	
HH5.		<input type="checkbox"/> before care/entering room <input type="checkbox"/> before task <input type="checkbox"/> after body fluids <input type="checkbox"/> after care <input type="checkbox"/> upon leaving room	
HH6.		<input type="checkbox"/> before care/entering room <input type="checkbox"/> before task <input type="checkbox"/> after body fluids <input type="checkbox"/> after care <input type="checkbox"/> upon leaving room	
HH7.		<input type="checkbox"/> before care/entering room <input type="checkbox"/> before task <input type="checkbox"/> after body fluids <input type="checkbox"/> after care <input type="checkbox"/> upon leaving room	
HH8.		<input type="checkbox"/> before care/entering room <input type="checkbox"/> before task <input type="checkbox"/> after body fluids <input type="checkbox"/> after care <input type="checkbox"/> upon leaving room	
HH9.		<input type="checkbox"/> before care/entering room <input type="checkbox"/> before task <input type="checkbox"/> after body fluids <input type="checkbox"/> after care <input type="checkbox"/> upon leaving room	
HH10.		<input type="checkbox"/> before care/entering room <input type="checkbox"/> before task <input type="checkbox"/> after body fluids <input type="checkbox"/> after care <input type="checkbox"/> upon leaving room	
<b>Disciplines:</b> CNA = Nurse Assistant D = Dietary N = Nurse P = Physician RT = Respiratory Therapist S = Student VIS = Visitor VOL = Volunteer W = Social Worker OTH = Other, Specify U = Unknown			<b>Opportunities:</b> ✓ = Opportunity Successful ∅ = Opportunity Missed
<b>For HH1-HH10:</b>			
Total # HH Successful ("# ✓"): _____		Total # HH Opportunities Observed: _____	Adherence: _____% (Total # HH Successful ÷ Total HH Opportunities Observed x 100)

# Evaluating Your Training Program

## PDF Toolkit

### Evaluating Your Training Program

Consider evaluating your training program to gauge progress, assess if trainings are successful, and to make plans for future trainings. Although evaluation occurs at the end of a training program, we encourage you to develop an evaluation plan early on to help guide training implementation. There are several ways to evaluate your training program:

- ❑ **Pre-/post-training questions:** Use the pre-/post-training questions to evaluate staff knowledge before and after each training session. Results of these tests can help facilitators determine which IPC concepts were well-understood during the training session and which need additional time or training. We suggest printing a copy of the pre- and post-training questions for each participant. Answers may be collected anonymously if preferred. Participants should have access to the correct answers after the tests are administered; facilitators may decide to review the questions and answers as a group.
- ❑ **Adherence monitoring and feedback:** Regular monitoring with feedback of results to staff can improve adherence to IPC practices. Consider partnering with your infection prevention team to conduct regular adherence monitoring of select IPC practices (e.g., hand hygiene, Contact Precautions) both before and after IPC trainings are offered. Access adherence monitoring tools on the HAI Program website: <https://www.cdph.ca.gov/Programs/CHCQ/HAI/Pages/MonitoringAdherenceToHCPracticesThatPreventInfection.aspx>.
- ❑ **Process measures:** Track CNA/staff attendance at each training session to identify your reach. You may also record the number of trainings offered for each topic.
- ❑ **Outcome measures (e.g., infection rate, pressure ulcers, readmissions):** Measuring, e.g., infection rates over time can help evaluate the success of your training program. You may partner with your infection prevention team and other SNF staff who are responsible for collecting this information. This evaluation type may be especially useful for SNF experiencing uncontrolled transmission of certain pathogens and have implemented an IPC training program to help re-educate staff on core IPC practices.

## Sustaining IPC Practices and Providing Ongoing Training

- Provide ongoing training (e.g., use slidesets)
- Review and recognize when your staff need training or re-training in IPC concepts (e.g., review adherence monitoring for gaps)
- Incorporate IPC practices in your facility culture
- Encourage CNA to involve residents and families when providing care
- Continually celebrate (any size) success



## Poll Question #3

*After today's workshop, do you feel comfortable navigating the Toolkit to implement IPC training for your CNAs? Select all that apply.*

- A. Yes, I am ready to train my CNAs!
- B. Yes, but I need more time to review the Toolkit
- C. Yes, but I need more time to review CNA IPC concepts
- D. No, this is not for me
- E. Other; share details in the chat



# QUESTIONS AND DISCUSSION



## Next Steps

- Fill out the workshop evaluation** (window will open upon exiting webinar)
- Review Toolkit and Implementation Guide**, and IPC Modules
- Join us for IPC for CNA Office Hours**
  - Friday, July 28, 2023, 11:00 a.m.- 12:00pm noon
  - Register at: <https://us06web.zoom.us/meeting/register/tZEuc-qupzkoGtG71ilH7H8et-NBAkDrJAZG#/registration>
- Attend the final train-the-trainer workshop:**
  - IPC Training for EVS Staff: August 21-25, 2023
- Access registration links, recordings, curricula, and toolkits:**  
<https://www.hsag.com/ip-train-the-trainer>



**Questions?**  
Project Inbox  
[nursinghomes@hsag.com](mailto:nursinghomes@hsag.com)

