

Hospital Infection Preventionist Orientation Checklist

Employee Name: _____ Title: _____

Reviewer Name: _____ Title: _____

For each section, indicate the date(s) observed, reviewed, and/or completed in the spaces provided.

Departmental Organization

_____ Infection Prevention (IP) Scope of Responsibilities document
_____ IP Program Risk Assessment
_____ IP Plan and Goals
_____ Pandemic Event Plan
_____ Emergency Preparedness Plan (alignment to a pandemic event)
_____ Annual Tuberculosis Risk Assessment (work with local health department to determine prevalence)
_____ Quality Assurance and Performance Improvement (QAPI) function and metrics as they relate to IP

IP Education

_____ [Association for Professionals in Infection Control and Epidemiology \(APIC\)](#) self-study following
_____ core curriculum (requires membership)
_____ Other: _____

Technological Skills

_____ Computer literacy
_____ Outlook or other email system
_____ Secure message system
_____ Surveillance software (if any)
_____ Microsoft Word
_____ Microsoft Excel
_____ Microsoft PowerPoint
_____ Intranet/Internet

IP Surveillance

- _____ Laboratory alerts/reports
- _____ Admission lists
- _____ National Healthcare Safety Network (NHSN) infection definitions and criteria
- _____ Targeted surveillance (hand hygiene, isolation, etc.)
- _____ Central line-associated bloodstream infections
- _____ Catheter-associated urinary tract infections
- _____ State- and/or county-level reportable diseases/health department notifications
- _____ IP unit rounds (frequency/forms)
- _____ Environment of care (EOC) rounds
- _____ Construction/project rounds (as needed)

Exposure/Outbreak Investigations

- _____ Exposure/outbreak verification (case definition)
- _____ Notification (medical director, skilled nursing facility leadership, health department)
- _____ Action planning
- _____ Event education
- _____ Inspection/interview/audit performance
- _____ Post exposure/outbreak follow-up

Public Health

- _____ Regional epidemiologist introduction/role of health department

In-Service Education

- _____ In-service content development
- _____ Annual mandatory education
- _____ Presentation at general/nursing orientation
- _____ Resident education principles
- _____ Direct observation of practice tool development
- _____ Teachable moments; on-the-spot education

Microbiology/Laboratory

- _____ Importance of quality specimen collection
- _____ Stains/cultures
- _____ Immunology
- _____ Chemistry/hematology

Environmental Services (EVS)

- _____ Importance of appropriate cleaning product selection
- _____ Cleaning, disinfection, and dwell times
- _____ Responsibilities (who cleans what)
- _____ Personal protective equipment (PPE)
- _____ Sterilization failure notification and follow-up

Policies/Guidelines/Regulatory (how to access)

- _____ Department policies
- _____ Corporate policies
- _____ EOC manual
- _____ State-specific guidance (e.g., All Facilities Letters)
- _____ Occupational Safety and Health Administration (OSHA): Including blood-borne pathogens standard and airborne protection
- _____ Centers for Medicare & Medicaid Services (CMS) Conditions of Participation (CoPs)
- _____ Environmental Protection Agency (EPA) waste management
- _____ APIC guidelines/practice standards/text
- _____ Society for Healthcare Epidemiology of America/Infectious Diseases Society of America (SHEA/IDSA) guidelines
- _____ American Society of Healthcare Environmental Services (ASHES) guidance documents
- _____ Association of perioperative Registered Nurses (AORN) standards
- _____ American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE)/American Institute of Architects (AIA) guidelines/standards
- _____ Centers for Disease Control and Prevention (CDC) guidelines