

# IPC Education in Action



*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. National Association of County and City Health Officials (NACCHO) is proud to partner with Project Firstline to host the NACCHO Healthcare Infection Prevention and Control Summit (Summit), as supported through CDC Grant # 6NU380T000306-03-05. CDC is an agency within the Department of Health and Human Services (HHS). This presentation is being hosted as part of the Summit; the contents of this presentation and Summit do not necessarily represent the policies of CDC or HHS and should not be considered an endorsement by the Federal Government.*

# OBJECTIVES

By the end of this **session**, you will be able to:

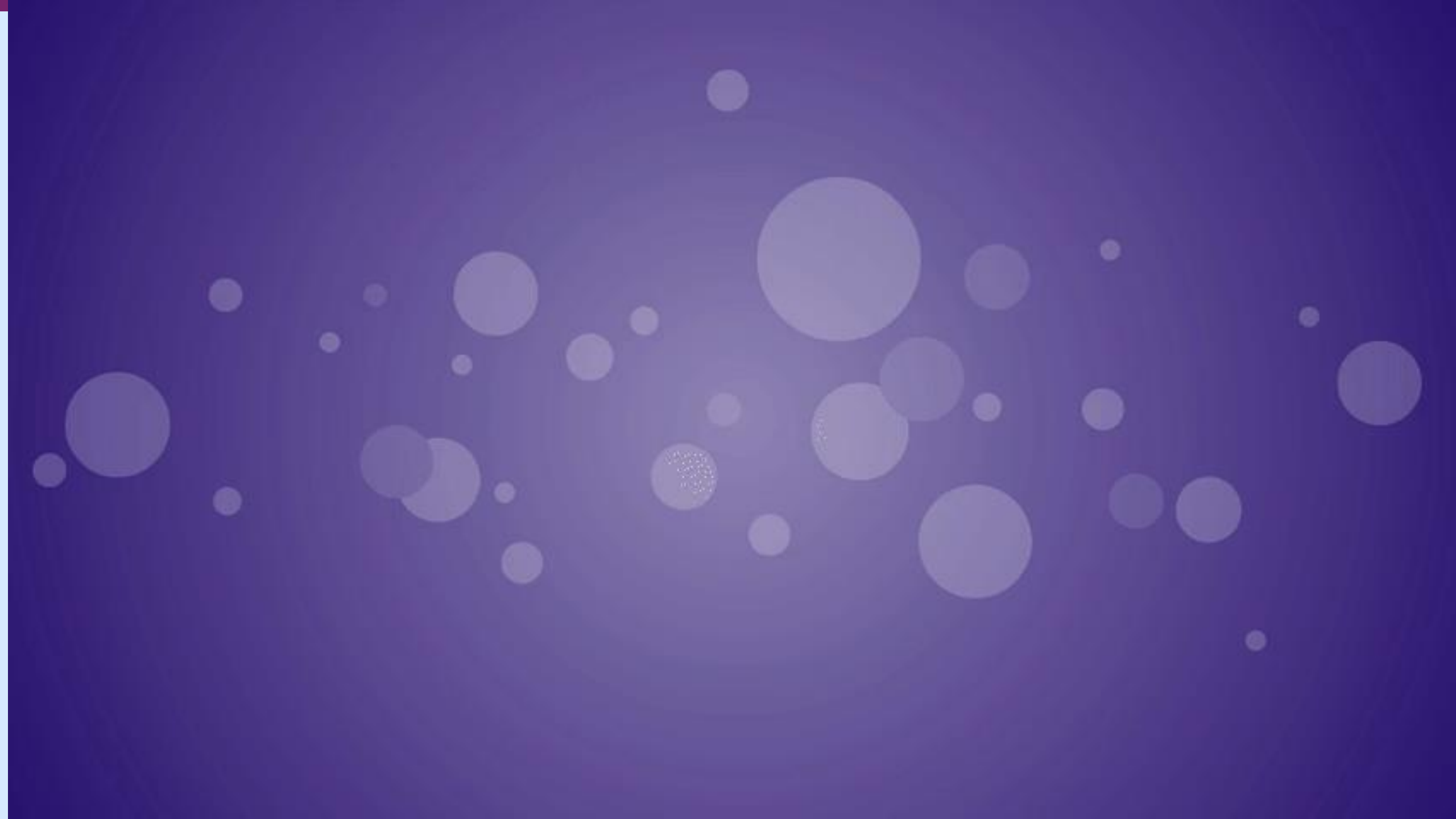
- Describe factors involved in assessing risk while triaging patients
- Discuss actions that can mitigate the risk of spreading infections in healthcare settings
- Choose the appropriate PPE for various tasks in healthcare settings using principles of standard precautions
- Describe the educational benefits of simulation and gamification



# PRE-SESSION ASSESSMENT



[bit.ly/3WmOeUc](https://bit.ly/3WmOeUc)



# BRIEF

*“We believe that everyone participating...  
is intelligent, capable, cares about doing their best  
and wants to improve.”*

Center for Medical Simulation, Boston, Massachusetts, USA

*Invest in making  
the simulation  
safe*



# THE WAITING ROOM

## Overview:

Several patients will check-in to a clinic with symptoms that may be from an infectious disease. There is one open clinic room, and the participants will have to determine how to manage the waiting room.

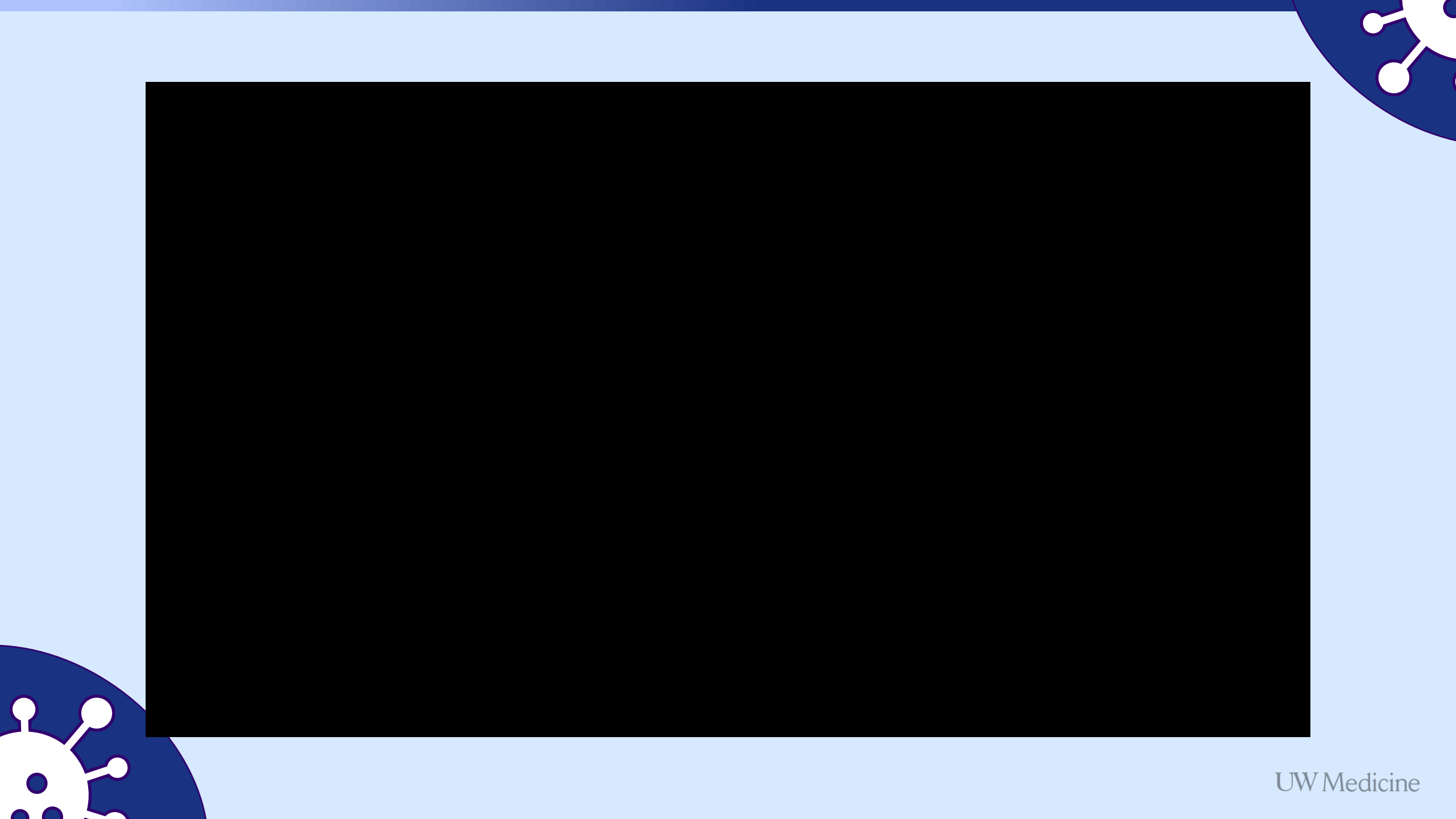
## Objectives:


After this activity, participants will be able to:

1. Describe factors included in assessing risk while triaging patients, including symptoms, environmental factors, and system constraints.
2. Discuss actions that can mitigate the risk of spreading infections in the waiting room setting, including masking, distancing, and isolation.

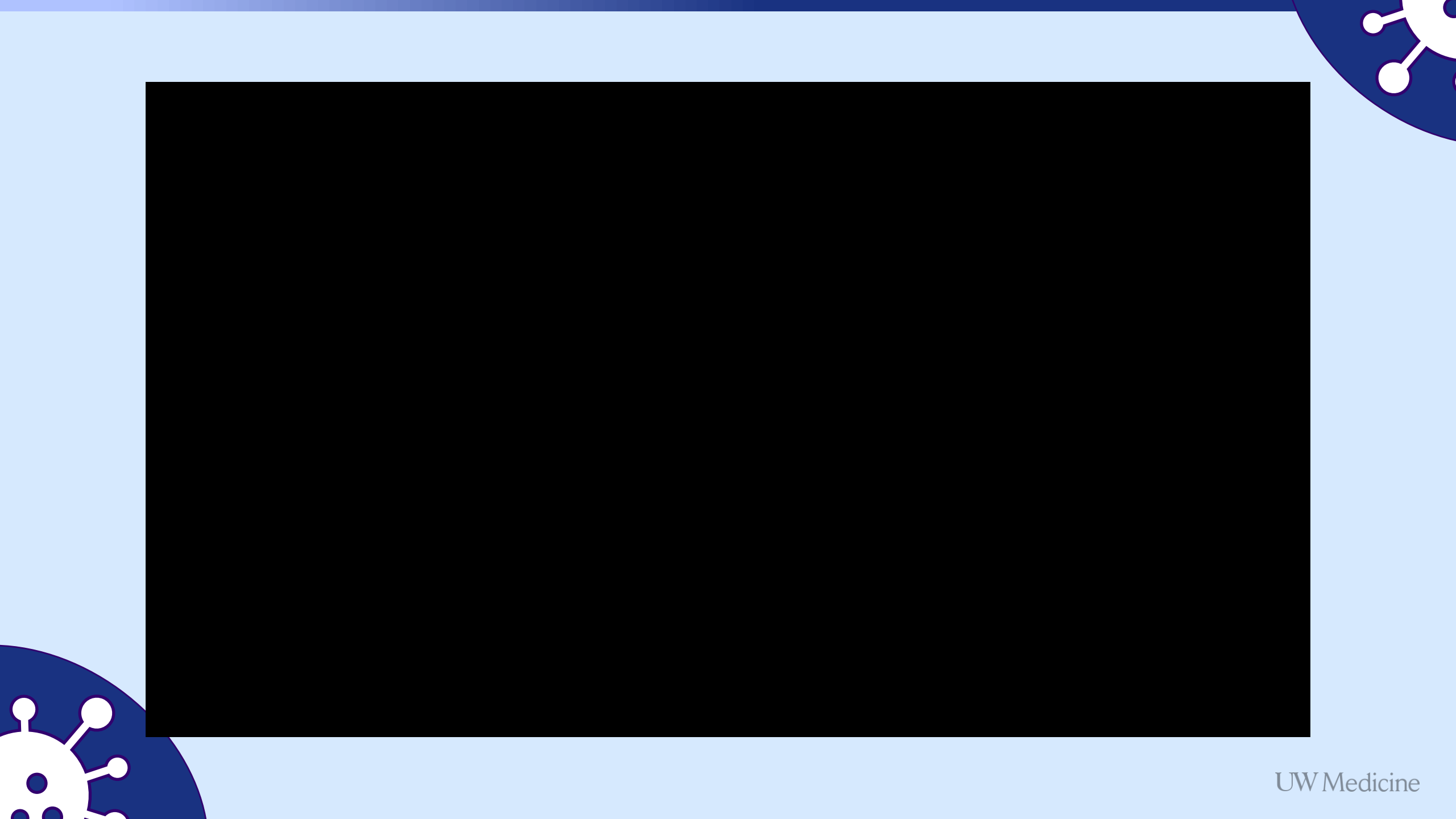
# SIMULATION

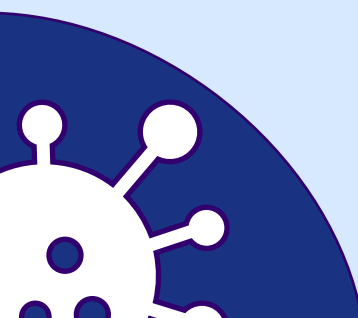








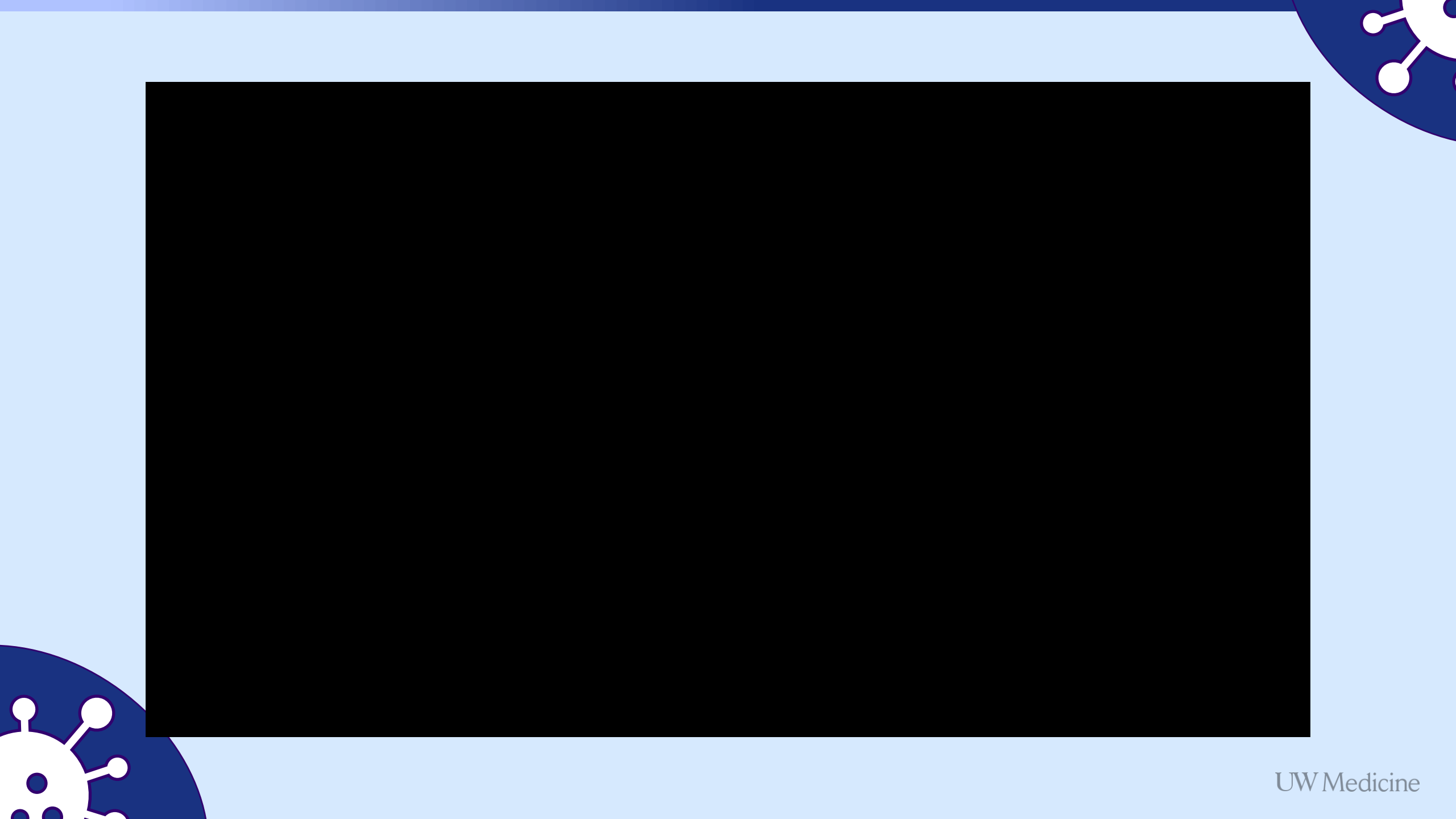
HOW WOULD  
YOU MANAGE  
THIS WAITING  
ROOM?





WHO WOULD  
YOU ROOM  
FIRST?

# DEBRIEF



# WHAT IS SIMULATION?

Any process that **recreates a contextual background**

*Simulation does not always require technology*



# WHAT IS SIMULATION?





# WHAT IS SIMULATION?



# SIMULATION: WHAT'S THE BIG DEAL?

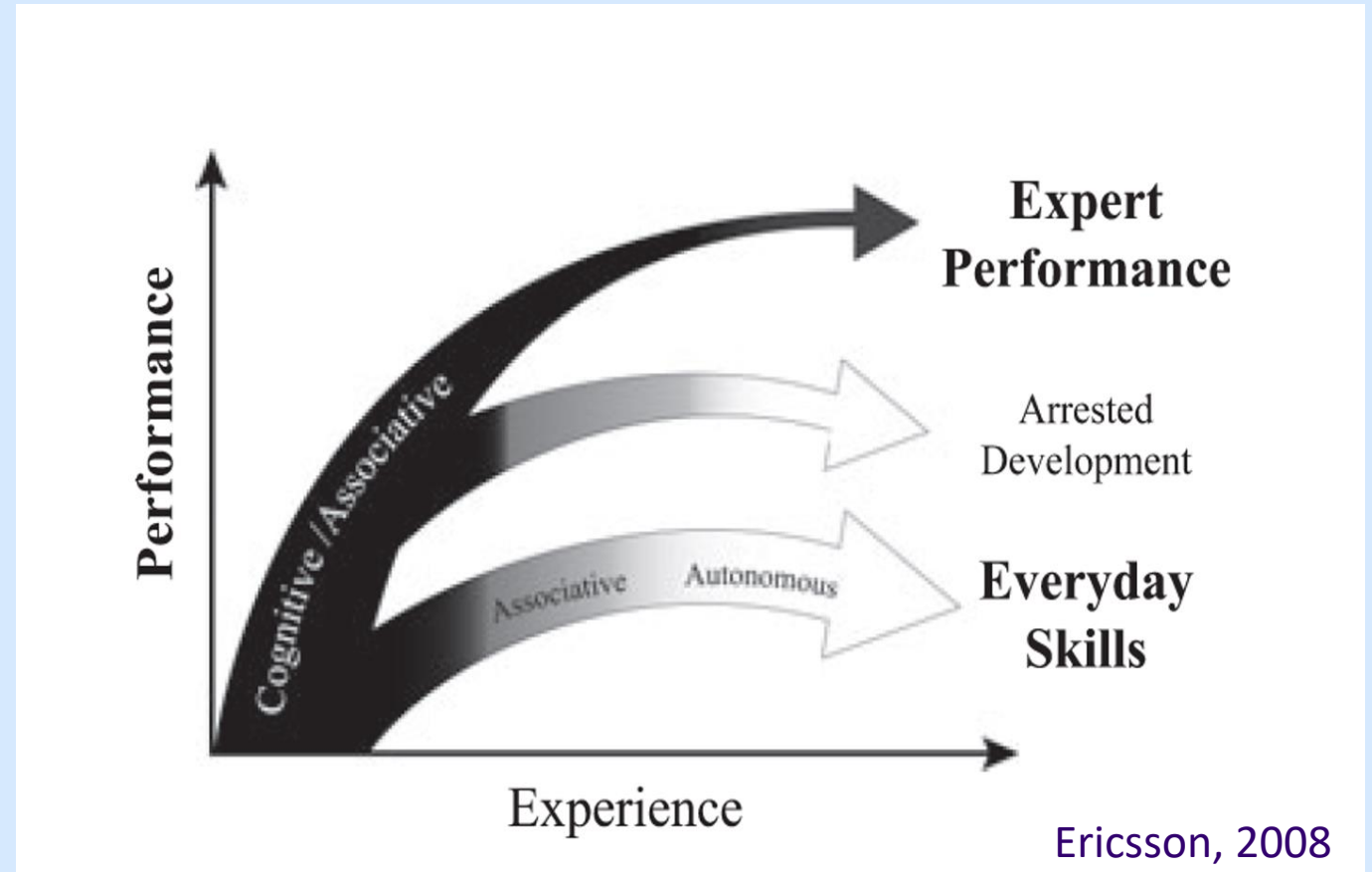


*Knowledge ≠  
Behavior change*

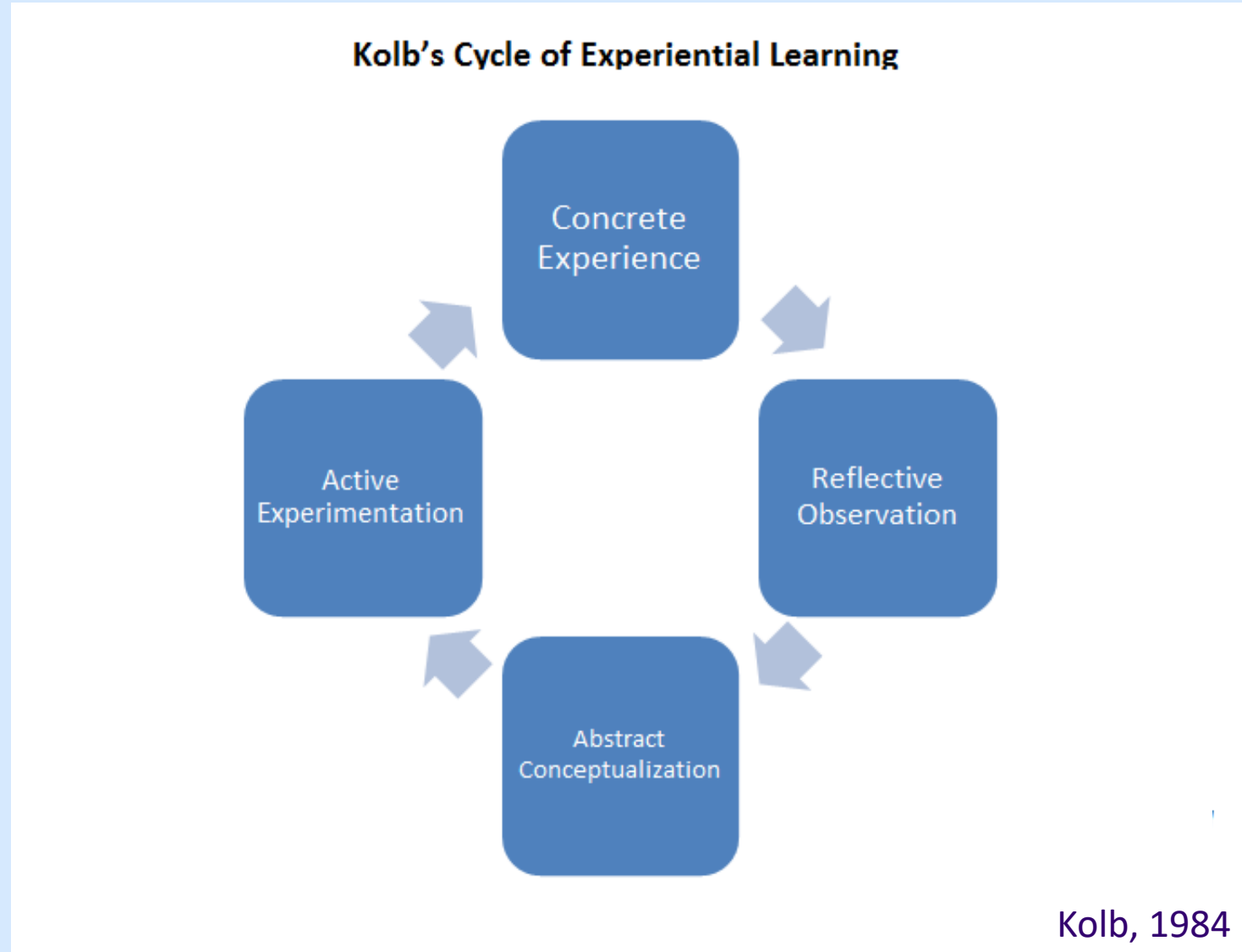


# EDUCATIONAL THEORY #1: DELIBERATE PRACTICE

- Well defined goal
- Motivated to improve
- Feedback
- Repetition with opportunities to improve and refine performance



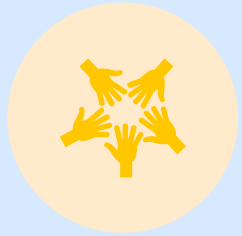
# EDUCATIONAL THEORY #2: EXPERIENTIAL LEARNING



# EDUCATIONAL THEORY #3: ADULT LEARNING

- Pull from experience
- Driven by internal motivation
- Crave applicability
- Need to know the reason for learning something

# SIMULATION: WHAT'S THE BIG DEAL?



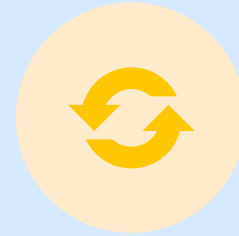
HANDS-ON  
APPLICATION



INTERACTIVE  
DESIGN



SAFE LEARNING  
INVOLVEMENT



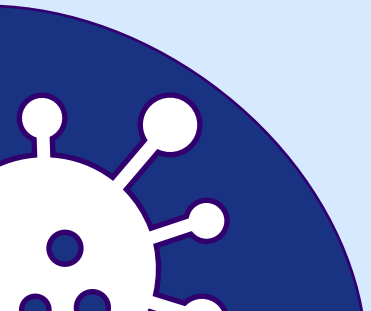
REPETITION



IMMEDIATE  
FEEDBACK



# Gamification Basics



# WHAT IS GAMIFICATION?

The addition of game elements to an activity to increase learner engagement

Examples: “leaderboards”, escape rooms, Oregon Trail



# HOW TO CREATE A GAMIFIED TRAINING

1

**Start with your  
learning  
objectives**

**Use a framework like “Performance, criteria, conditions”:**

## **Performance**

- What you want to be able to do
- Something seen or heard
- Active verbs

## **Criteria**

- Measures of success
- Timeline

## **Conditions**

- Parameters under which performance occurs
- “Given statement” (given x, then y)

# HOW TO CREATE A GAMIFIED TRAINING

1 Start with your learning objectives

2 Consider game objectives



Teamwork/networking



Demonstrate a concept



Promote peer-to-peer learning



Encourage creativity



Creating competition



Get people up and moving

# HOW TO CREATE A GAMIFIED TRAINING

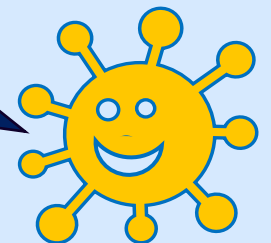
1 Start with your learning objectives

2 Consider game objectives

3 Try out your game!



*Debriefing games reinforces learned concepts!*



# LET'S PLAY A GAME!

DO	DON'T
Ask questions about whether it would be safe to do a specific procedure in your PPE	Ask specific questions about the PPE you're wearing
Examples:  "Could I safely give an intramuscular injection?"  "Could I safely check a patient for MRSA with a nasal swab?"  "Could I safely clean up a large amount of diarrhea in a patient bed?"  "Could I safely clean a used endoscope?"	E.g., "Am I wearing gloves?"

# DEBRIEF

# DEBRIEF

PPE	Rule
<b>Gloves</b>	<ul style="list-style-type: none"><li>• Anticipated exposure of HCWs hands to body fluids (e.g., blood, secretions), mucous membranes, nonintact skin, or contaminated intact skin (e.g., stool/urine incontinence)</li></ul>
<b>Gloves and gown</b>	<ul style="list-style-type: none"><li>• Anticipated exposure of HCWs clothing or extremities to blood, body fluids, secretions, or excretions</li><li>• Direct patient contact if the patient has uncontained secretions/excretions</li></ul>
<b>Gloves, mask, and eye protection</b>	<ul style="list-style-type: none"><li>• Activities that are likely to generate splashes/sprays of contaminated fluids into or near the HCW's face</li></ul>
<b>Gloves, gown, mask, and eye protection</b>	<ul style="list-style-type: none"><li>• Aerosol generating procedures</li><li>• Very splashy procedures</li></ul>

# QUESTIONS?

# ASSESSMENT



[bit.ly/3wi55gh](https://bit.ly/3wi55gh)



# SIMULATION AND IPC

# ASSESSING A DEVICE



# TRAINING AN INDIVIDUAL

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# TRAINING A TEAM

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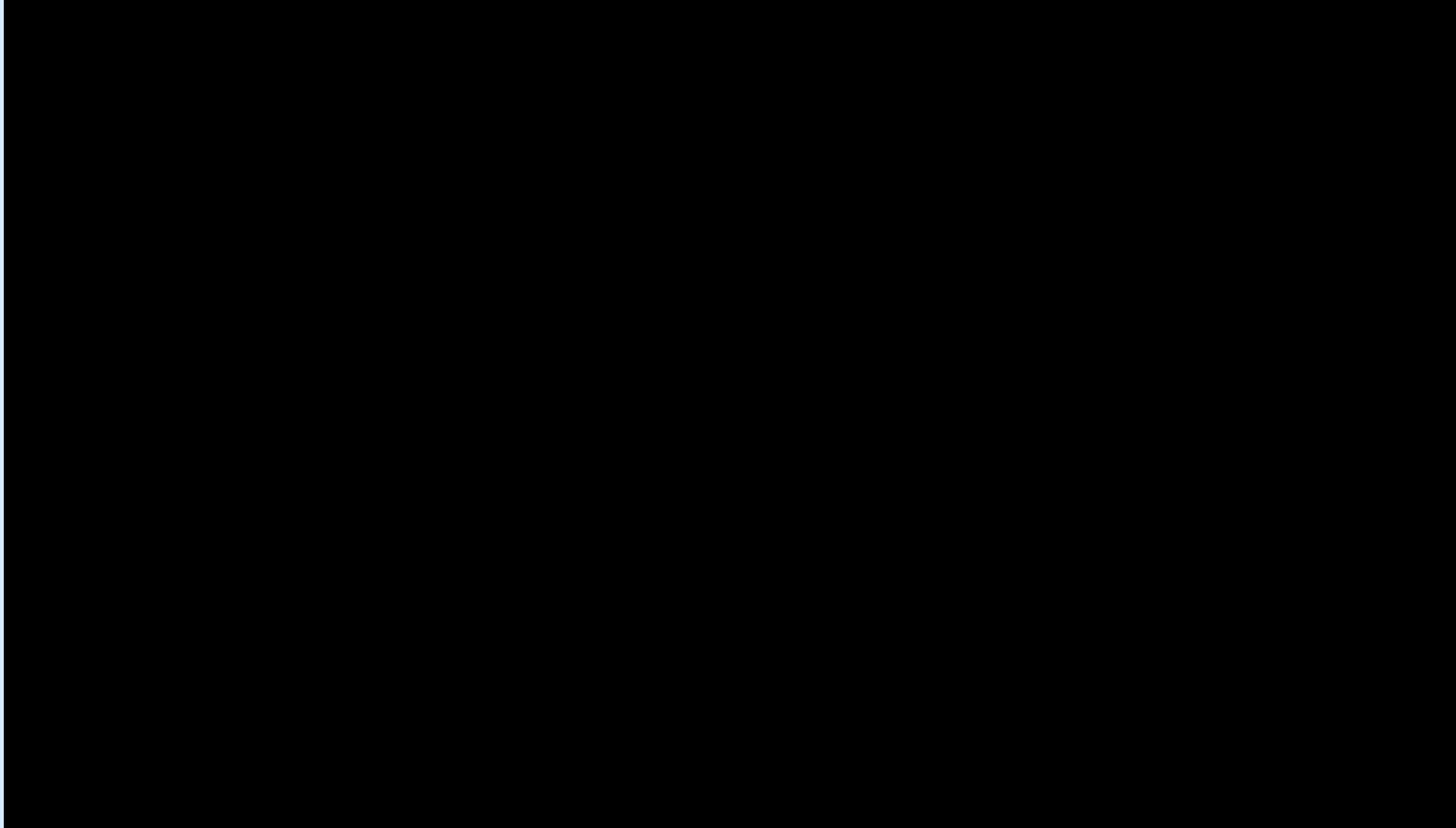


# ASSESSING A SYSTEM

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# TRAINING A SYSTEM AND ASSESSING A DEVICE



Training



Individual

Team

Device

System

ASSESSMENT



# REFERENCES

ERICSSON K. DELIBERATE PRACTICE AND ACQUISITION OF EXPERT PERFORMANCE: A GENERAL OVERVIEW. ACAD MED. 2008

KNOWLES MS. ANDRAGOGY: ADULT LEARNING THEORY IN PERSPECTIVE. COMMUNITY COLLEGE REVIEW. 1978 JAN;5(3):9-20.

KOLB DA. THE PROCESS OF EXPERIENTIAL LEARNING. EXPERIENTIAL LEARNING: EXPERIENCE AS THE SOURCE OF LEARNING AND DEVELOPMENT. 1984:20-38.



# ASSESSMENT



[bit.ly/3wi55gh](https://bit.ly/3wi55gh)

## SUMMIT PROVIDED SESSION EVALUATION

