

## Training Scenario #1: Germ Types & How They Spread

- **Primary Audience:** Housekeeping staff with limited formal IPC training but strong practical experience.
- **Background Knowledge:** Participants have a basic understanding of cleanliness but are unfamiliar with different types of germs and how germs are transmitted.
- **Training Goal:** Help make abstract IPC concepts relatable and useful to housekeeping staff in the context of their daily cleaning routines.
- **Number of Attendees:** 10 housekeeping staff
- **Training Design Instructions:** Your task is to design a 60-minute in-person training session based on this scenario.
  - Your training must include:
    - A title that clearly reflects the topic (Bonus: if it's fun, relatable, and engages your audience)
    - Learning objectives (e.g., "By the end of this session, participants will be able to...")
    - At least 3 adult learning principles
      - How can the training facilitate participants' autonomy/self-direction?
      - Is the goal/result of the training clear? What will participants get out of it?
      - How will the training connect to lived or real-world experience?
      - How will the training promote collaboration and support?
      - How will the training apply modern learning techniques?
      - How will you incorporate opportunities for feedback and/or reflection?
      - How will the training ensure respect and inclusivity?
      - How will the training be more active/interactive?
    - A strong opening with a welcome and introductions and an explanation of why this topic matters to the participants.
    - A strong closing with key takeaways, reflections, or action steps for participants.

## Training Scenario #2: Body & Environmental Reservoirs

- **Primary Audience:** ICU nurses with strong clinical knowledge. They have limited time for training and prefer sessions that are focused, practical, and action-oriented.
- **Background Knowledge:** Participants are familiar with general infection control protocols. However, they may not always recognize how specific reservoirs show up in their daily work.
- **Training Goal:** Help ICU nurses understand and reflect on the "invisible" infection risks they may overlook during routine care. Reinforce the importance of staying alert to various reservoirs and everyday blind spots.
- **Number of Attendees:** 15 ICU nurses
- **Training Design Instructions:** Your task is to design a 60-minute in-person training session based on this scenario.
  - Your training must include:
    - A title that clearly reflects the topic (Bonus: if it's fun, relatable, and engages your audience)
    - Learning objectives (e.g., "By the end of this session, participants will be able to...")
    - At least 3 adult learning principles
      - How can the training facilitate participants' autonomy/self-direction?
      - Is the goal/result of the training clear? What will participants get out of it?
      - How will the training connect to lived or real-world experience?
      - How will the training promote collaboration and support?
      - How will the training apply modern learning techniques?
      - How will you incorporate opportunities for feedback and/or reflection?
      - How will the training ensure respect and inclusivity?
      - How will the training be more active/interactive?
    - A strong opening with a welcome and introductions and an explanation of why this topic matters to the participants.
    - A strong closing with key takeaways, reflections, or action steps for participants.

## Training Scenario #3: Standard Precautions

- **Primary Audience:** Newly onboarded CNAs who are eager to begin working but feel slightly overwhelmed by the amount of information they've received.
- **Background Knowledge:** Participants have a basic understanding of IPC topics, but need more hands-on practice to connect that knowledge to real tasks.
- **Training Goal:** Help new CNAs understand how to turn complex IPC policies into simple, daily habits they can apply on the job.
- **Number of Attendees:** 25 CNAs
- **Training Design Instructions:** Your task is to design a 60-minute in-person training session based on this scenario.
  - Your training must include:
    - A title that clearly reflects the topic (Bonus: if it's fun, relatable, and engages your audience)
    - Learning objectives (e.g., "By the end of this session, participants will be able to...")
    - At least 3 adult learning principles
      - How can the training facilitate participants' autonomy/self-direction?
      - Is the goal/result of the training clear? What will participants get out of it?
      - How will the training connect to lived or real-world experience?
      - How will the training promote collaboration and support?
      - How will the training apply modern learning techniques?
      - How will you incorporate opportunities for feedback and/or reflection?
      - How will the training ensure respect and inclusivity?
      - How will the training be more active/interactive?
    - A strong opening with a welcome and introductions and an explanation of why this topic matters to the participants.
    - A strong closing with key takeaways, reflections, or action steps for participants.

## Training Scenario #4: Risk Recognition

- **Primary Audience:** Nursing home staff who have frequent contact with residents. They are task-oriented, have deep practical experience, but lack formal training in IPC.
- **Background Knowledge:** Participants are familiar with routine practices. However, don't consistently recognize when certain tasks carry a higher risk of infection transmission.
- **Training Goal:** Help staff slow down to assess risk, even during routine care, and connect risk recognition to protecting vulnerable residents.
- **Number of Attendees:** 15 nursing home staff members
- **Training Design Instructions:** Your task is to design a 60-minute in-person training session based on this scenario.
  - Your training must include:
    - A title that clearly reflects the topic (Bonus: if it's fun, relatable, and engages your audience)
    - Learning objectives (e.g., "By the end of this session, participants will be able to...")
    - At least 3 adult learning principles
      - How can the training facilitate participants' autonomy/self-direction?
      - Is the goal/result of the training clear? What will participants get out of it?
      - How will the training connect to lived or real-world experience?
      - How will the training promote collaboration and support?
      - How will the training apply modern learning techniques?
      - How will you incorporate opportunities for feedback and/or reflection?
      - How will the training ensure respect and inclusivity?
      - How will the training be more active/interactive?
    - A strong opening with a welcome and introductions and an explanation of why this topic matters to the participants.
    - A strong closing with key takeaways, reflections, or action steps for participants.