

Facilitator Notes:

(VIRTUAL ONLY) Participants log in and get settled.

Script:

During the pandemic and afterwards gaps were identified in infection prevention and control practices and available training. This presentation is intended to serve as a training tool for long-term care staff, contractors , residents, and visitors.

Welcome

Agenda

- Welcome and Introductions
- How Germs Spread and Make People Sick
- How Can an Infection Occur?
- Infection Prevention and Control
- Key Takeaways



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Facilitator Notes:

- Welcome the group and (VIRTUAL FORMAT ONLY) add a greeting to the chat box.
- Thank them for joining.
- Announce housekeeping notes, either orally or (VIRTUAL FORMAT ONLY) via chat. If needed, provide additional notes specific to the platform you're using (e.g., how to "raise your hand," how to post questions).
- Provide an overview of the agenda.
- Adapt this section of the session as needed: for instance, you may choose to spend additional time on

introductions if there are new faces, or if participants do not know each other.

Sample Script:

“Welcome to today’s training. Thank you for joining us! Before we begin, a few housekeeping notes. We’ll meet today for about 20 minutes. It’s great to see you all here today!

(VIRTUAL FORMAT ONLY) Please keep your videos on, to the extent possible, and keep your microphone muted when you are not contributing to the discussion.”

“Today, we’ll discuss the five elements needed for germs to spread and cause infection, and the four most common pathways for germ spread in long-term care facilities. When you understand the elements and pathways, then the infection control actions you do every day make more sense!”

“Today’s agenda includes: How Germs Spread and Make People Sick, How Can an Infection Occur using a scenario? How Can You Prevent the Infection? And Key Takeaways.”

“We’ll have an opportunity to reflect before we wrap up for the day.”

How Germs Spread and Make People Sick



3

Script:

Let's get started how germs spread and make people sick.



Facilitator Notes:

- This slide includes a video clip that reviews key information about how germs spread and make people sick. You have two options to present this information.
 - Show the video clip. After the clip, **transition past slides 5–8 to slide 9: How Germs Spread in Healthcare.**
 - Encourage participants to think about how the five elements relate to their workday and their routine tasks. Invite them to make notes in their participant booklet about

possibilities that they see for germs to spread.

- Emphasize that these elements are not inevitable; infection control actions at any point can keep germs from spreading.
- If you choose not to show the video clip, **proceed past slide 4 to slides 5–8**, which illustrate the elements of how germs spread and cause infection. Once you have reviewed those slides, **proceed to slide 9: How Germs Spread in Healthcare**.
- Access the *How Germs Spread in Healthcare* video clip:
<https://www.cdc.gov/infectioncontrol/projectfirstline/videos/HowGermsSpread-LowRes.mp4>

Sample Script:

“We’re going to watch a quick video clip to see the five elements in action. Keep in mind that germ spread isn’t guaranteed to happen! Infection control actions at any of the points can help keep the germs from causing infection.

“As we watch, think about how they relate to your workday and the tasks that you do. Where do you see the possibility for germs to spread? Feel free to jot your thoughts down in your participant booklet.”

(After video) “Now that we’ve talked about how germs make people sick, let’s talk about how that usually happens in the long term care facilities.”



Slides 5, 6, 7, 8, 9: Faciliator Notes (*alternative to video*):

- If you elect not to show the video, use these slides, which describe the five elements of how germs spread and cause infection.
 - Encourage participants to think about how the five elements relate to their workday and their routine tasks. Invite them to make notes in their participant booklet about possibilities that they see for germs to spread.
 - Emphasize that these elements are not inevitable; infection control actions at any point

can keep germs from spreading and prevent infections.

Sample Script (*alternative to video*):

“Let’s look at each of these elements in a little more detail. As we do, think about how they relate to your workday and the tasks that you do. Where do you see the possibility for germs to spread? Feel free to jot down your thoughts in your participant booklet.”

(Advance to slide 6.)

Reservoirs



6

Sample Script (*alternative to video*):

“First, germs need a place to live – we call these places ‘reservoirs.’ Essentially, they’re like habitats. Reservoirs can be in the human body – the skin; the digestive system or ‘gut’; the lungs and airway; and the blood. Reservoirs can also be in the environment: water and surfaces that have water on them; dry surfaces like countertops and bedrails; dirt and dust; and devices.”
(Advance to slide 7.)

Pathways



7

Sample Script (*alternative to video*):

“Second, germs need a pathway – because they typically can’t move on their own, at least not very far, germs need a way to get from where they live to another place or a person. We’ll talk more about pathways in a moment.”

(Advance to slide 8.)

A Person to Infect

**Getting around the
Body's Defenses**



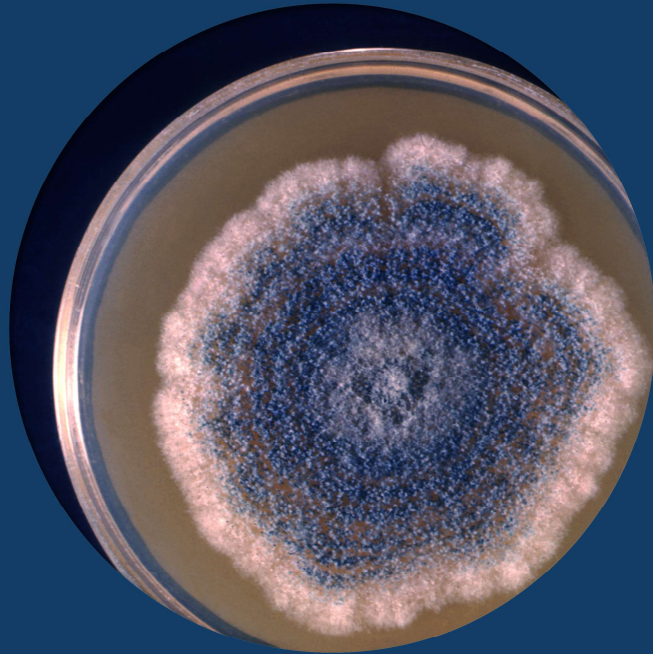
8

Sample Script *(alternative to video):*

“Germs need a person to infect. That person can be a patient or you or one of your colleagues. Germs also need to get around the body’s natural defenses to make that person sick.”

(Advance to slide 9.)

Survival



9

Sample Script (*alternative to video*):

“Finally, germs need to survive so that they’re still able to make someone sick. Keep in mind that germ spread and infections can be prevented. Acting on one or more of these five elements can keep germs from spreading and keep people from getting infected – that’s infection control.

“Now that we’ve talked about how germs spread and make people sick, let’s talk about how that usually happens in long term care.”

How Germs Spread in Healthcare: Four Main Pathways

- 1 Through touch
- 2 When they're breathed in
- 3 Through splashes or sprays
- 4 Through clinical care tasks that bypass or break down the body's natural defenses



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Facilitator Notes:

Explain the four main pathways for germ spread in long term care.

Sample Script:

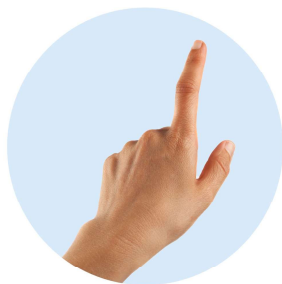
“In most cases, there are four main pathways for germs to be spread from reservoirs in long term care: the first is through touch. That usually involves the skin – especially the hands – but it also happens with devices, which touch different people and surfaces.

“Another pathway for germs is through breathing in. A third is through splashes or sprays of blood, body fluid,

or water from a sink or other source. Germs in those splashes or sprays can get into a person's eyes, nose, or mouth, or into a cut or a break in their skin and cause infection.

“The last common pathway for germ spread in long term care is through clinical care tasks that bypass or break down the body's natural defenses, like when a patient's skin has to be broken to administer medication through an injection. That creates a pathway for germs to enter the patient's body.”

Knowing Where Germs Live and How They Spread Helps You Recognize Risk



Reservoir



Pathway



Recognize the risks
and take infection
control actions



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Facilitator Notes:

- Connect the elements of how germs spread and make people sick and the common pathways for germ spread in long term care to infection control actions that stop germs from spreading.
- Transition to learning activity.

Sample Script:

“Infection control actions at any one of the key points we just discussed can stop germs from spreading and causing infection. To make decisions about infection control, it’s important to think about where the germs

are – which reservoir or reservoirs you are dealing with – and how the germs might get somewhere else – the pathway. Then, you can recognize the risk for germ spread to happen, and do something about it.”

How Can an Infection Occur?



Scenarios: How Can an Infection Occur?

- Example scenario:
 - Norovirus (germ) and long term care worker's hand (reservoir).
 - The five elements of germ spread.



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Facilitator Notes:

- Explain the learning activity, which uses a scenario in which residents get infections in long term care settings. With the scenario, establish how an infection could occur by walking participants through possibilities for each of the five elements of how germs make people sick, beginning with a germ in a reservoir.
- Explain that the emphasis should not be on the characteristics of the specific germ, but on using the framework of the five elements, the main reservoirs for germs in long term care, and from the four main

pathways for germ spread in long term care to imagine how a patient might get an infection.

- The “story” that you create for how an infection occurs does not necessarily need to have exactly five steps, but should use the five elements as a guide. For instance, a germ can spread from its initial reservoir by a pathway to another reservoir (such as a surface or person), and then from there by a pathway (such as touch) to another surface or person, before arriving at a person that it infects.
 - Depending on your audience and if time allows, you may choose to ask a volunteer to name an infection control action that could stop the germ at a given element.

Sample Script:

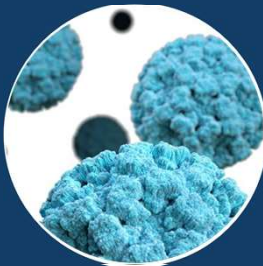
“Now that we’ve talked about how germs spread and cause infection in long term care, let’s imagine a scenario where it could happen. I’ll walk you through a scenario. I’ll start with the germ norovirus and the initial reservoir, a long term care worker’s hand, and then I’ll walk through some possibilities for each of the five factors of germ spread. In the end, a resident could be infected with this germ. Of course, there are infection control actions that can keep the germ from spreading, but for now, we’re focusing on how germs spread and make people sick.

“It’s not necessary to know everything about the germ in the example to do the activity! The point is to think through the elements of how germs can be spread. Let’s get started.”

Example Scenario

Norovirus on a Long Term care Worker's Hand

Germ:
Norovirus



Reservoir:
Long term care worker's hand



Five Elements:

1. Reservoirs
2. Pathways
3. Person
4. Body's defenses
5. Survival



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Facilitator Notes:

- Briefly summarize each of the five elements in the sample scenario.
- Once you have described the scenario, advance to the next slide, which contains the “How Germs Spread” information from the beginning of the session, tailored to illustrate this example.

Sample Script:

“Our germ is norovirus, and our reservoir is the skin: a long term care worker’s hand. What is a pathway for the germ to be spread from the hand? The worker could touch the bed rail in a resident’s room without cleaning

their hands first. Recall the five elements of how germs spread and cause infection: reservoirs, pathways, a person, a body's defenses, and survival.”



Facilitator Notes:

- Emphasize that the five elements that you described are not the only ways that this germ can be spread from this reservoir.
- Note that the five elements are not necessarily steps that happen all in order, and that they are not inevitable. Infection control actions can keep the germ from spreading at any of the elements.

Sample Script:

"The worker could touch the bed rail in a resident's room without cleaning their hands first.

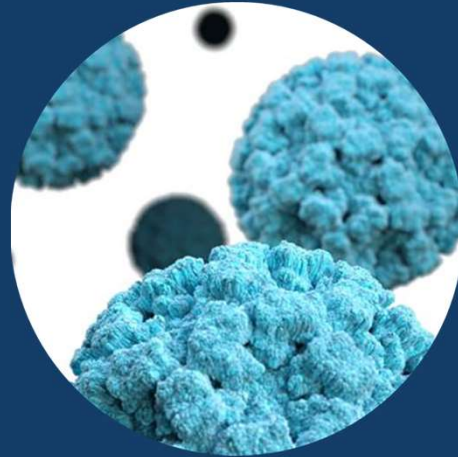
“The germ is now on the bed rail. From there, how could it get to the resident? The resident could pick up the germ on their hand when they touch the bed rail, if it hasn’t been cleaned and disinfected first. The resident could then touch their mouth, delivering the germ to their body. The germ has survived because the bed rail wasn’t cleaned and disinfected, and the resident’s natural defenses can’t fight it off. The resident now has an infection.

“Now, the way that I just outlined the five elements in this example isn’t the only way germ spread could happen. In fact, there are many ways that the elements could work in this scenario for an end result of a resident becoming infected.

“It’s also important to remember that the elements aren’t steps in an order and that it’s not inevitable that someone will get sick from a germ – infection control actions can keep germs from spreading at any point: the reservoir, pathway, the new person to infect, their body’s defenses, and the survival of the germ itself!”

Reflection

- Thinking about your daily work, what is one step that you can take to recognize an infection risk?
- Jot down two actions you can take to stop the spread of germs.



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Facilitator Notes:

- Help participants connect the process of recognizing risk using reservoirs to common tasks that they do in their own work, and to actions that they can take to recognize and reduce the risk of germs spreading.
- Encourage participants to make notes in their participant booklets.
- Time permitting, you may wish to ask for responses in the chat or for participants to share their ideas verbally.

Sample Script:

“Now that we’ve used our knowledge about reservoirs and pathways to recognize the risk for germs to spread, let’s reflect on your work and work experiences.

“What are some of your common, everyday tasks? What is one step that you can take to recognize an infection risk at work? What are two actions that you can take to keep germs from spreading? Please write down your actions – in your participant booklet.”

Infection Prevention and Control

Infection control actions that could decrease or eliminate the risk of germ spread include:

- Better hand hygiene
- Cleaning and disinfection
- Using gowns and gloves
- Education of staff



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Facilitator Notes:

- This slide provides the opportunity to invite participants to identify infection control actions that they can use to decrease or eliminate the risks of germ spread that they identified. If you captured participants' ideas on a blank slide, you may wish to use that slide for this discussion instead of using the provided slide, which is prepopulated with likely reservoirs and pathways for the scenario.
 - Better hand hygiene
 - Cleaning and disinfection
 - Using gowns and gloves

- Education of staff

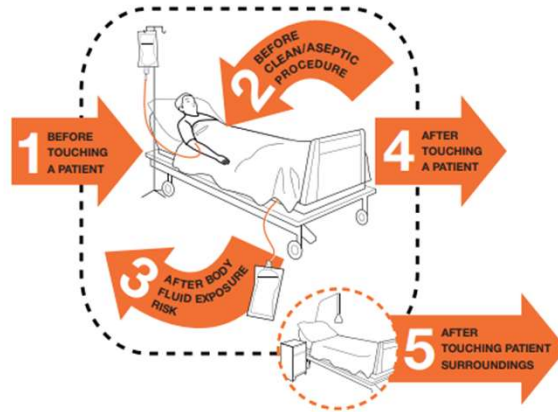
Sample Script:

“Now that we’ve talked through reservoirs and pathways for the scenario, let’s discuss what infection control actions would help stop norovirus from spreading in these situations?”

Would someone care to share their ideas ? (VIRTUAL ONLY) please come off mute and share. And please feel free to jot down your ideas in your participant booklet! *(Acknowledge and affirm responses, as appropriate).*

“A few possibilities are listed on this slide that includes hand hygiene, more specifically hand washing for norovirus instead of hand sanitizer, cleaning and disinfection with bleach, using mask, gowns and gloves to prevent splashes, and education of staff, contractors, residents and visitors.”

Your 5 Moments for Hand Hygiene



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Facilitator Notes:

Share the available tools and resources with the participants

Sample Script:

“Hand hygiene is the first line of defense against the spread of germs. Prevention steps should include educating the staff, contractors, residents and visitors on hand hygiene, Understanding the type of hand hygiene required for particular infection types are paramount in preventing and control infections and outbreaks.”

“The 5 Moments of Hand Hygiene is a great way to reflect your hand hygiene practices every time”

Transmission-Based Precautions

Transmission-Based Precautions are the second tier of basic infection control.

- Identify and select appropriate personal protective equipment (PPE) for each infection
 - [CDC: Transmission-Based Precautions](#)
- Using PPE properly
 - [CDC: How to Don and Doff PPE](#)



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Facilitator Notes:

Share the available tools and resources with the participants

Sample Script:

Transmission-Based Precautions are the second tier of basic infection control. It is crucial to identify and select the appropriate PPE and to use it properly.

Conclusion



Key Takeaways

- ✓ Five elements for a germ to spread and cause an infection: reservoir, pathway, person to infect, getting around the body's defenses, survival.
- ✓ Main pathways for germs to spread in long term care: touch, breathing in, splashes or sprays, bypassing or breaking down the body's natural defenses.
- ✓ When you understand where germs live and how they might be moved from one place to another or to people, you can recognize the risk for it to happen.
- ✓ When you recognize risks for germs to spread, you can choose the right infection control actions to keep it from happening.
- ✓ Infection control actions at any one of these key points stop germs from spreading and causing infection.
- ✓ Identifying appropriate tools and resources to prevent and control infection.



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Facilitator Notes:

Thank participants for their time and review the Key Takeaways from the session.

Sample Script:

- Five elements for a germ to spread and cause an infection: reservoir, pathway, person to infect, getting around the body's defenses, survival.
- Main pathways for germs to spread in long term care: touch, breathing in, splashes or sprays, bypassing or

breaking down the body's natural defenses.

- When you understand where germs live and how they might be moved from one place to another or to people, you can recognize the risk for it to happen.
- When you recognize risks for germs to spread, you can choose the right infection control actions to keep it from happening.
- Infection control actions at any one of these key points stop germs from spreading and causing infection.
- Identifying appropriate tools and resources to prevent and control infection.

“Thank you for your time and attention today. I hope that you can take these ideas and apply them at work.”

Resources

- **Kane County Health Department: Infection Control resources**
<https://www.kanehealth.com/Pages/Infection-Control.aspx>
- **Project Firstline on CDC:**
https://www.cdc.gov/infection_control/projectfirstline/index.html
- **Project Firstline *Inside Infection Control* on YouTube:**
<https://www.youtube.com/playlist?list=PLvrp9iOILTQZQGtDnSDGViKDdRtlc13VX>



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Facilitator Notes:

- Share additional resources from Kane County Health Department, Project Firstline and CDC.
- Explain how participants can reach you, by the means of your choosing, and how they can reach Kane County Health Department
- Optional - Direct participants to the feedback form.

Sample Script:

“Even though we covered a lot today, there is still much more to learn. You can keep exploring these topics on your own using the resources on this slide.

“Kane County Health Department has a dedicated webpage for all infection control resources.

“Project Firstline has a suite of products to help you learn more about how to recognize infection risks at work, where germs live in long term care, and how germs spread.”

“I will stay on the line for a few minutes after our session ends and will be happy to discuss any other questions!”

Optional - Please let us know how you enjoyed today’s session by completing the feedback form. “

Thanks again for joining us today.”

Questions



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Facilitator Notes:

- Invite additional remaining questions.
- If the answers are information that is already included in this session, please respond.
- If the questions address content that is not covered in this session, please do not attempt to answer. Instead, take note of the questions and consult with CDC resources to follow up with answers after the session.

Sample Script:

“We covered a lot today. Does anyone have any

questions still remaining, or items I can clarify about how germs spread and make people sick?”



IPC Training Session

Invisible Threat: How Germs Make People Sick and How to Prevent Infection

Infection Control Training Toolkit



U.S. Department of
Health and Human Services
Centers for Disease
Control and Prevention



PROJECT
FIRST LINE



KANC COUNTY
HEALTH
DEPARTMENT

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Overview of Session Plan

The following session plan is provided to support you, as a facilitator of a Project Firstline (PFL)/Kane County Health Department (KCHD) training, in using PFL/KCHD materials to create well-rounded training events and to educate your audience about infection control.

Facilitator Instructions

This content can be offered as a stand-alone session, or combined with other Project Firstline sessions to create a longer training event. This can be conducted in-person or virtually. This session plan includes recommendations for using chat functions and other tools and activities to draw your audience into the material when your time is limited. When you schedule your session, use your knowledge of your audience's availability and learning needs to adapt these materials as needed.

Session Materials

- Invisible Threat: How Germs Make People Sick and How to Prevent Infection PowerPoint slide deck
- Participant booklet

Using the Materials

This session plan is a stand-alone session that explores the concept of recognizing the risk for germs to spread in long-term care. Following are things to know:

- Use the session plan and slides as guides for your training presentation.
- The slide numbers in the session plan correspond to the companion slide deck.
- You are encouraged to customize or adapt the sample facilitator scripts to better match your own voice and audience.
- The time recommendations are provided as a guide for short 20-minute training sessions. As needed, take more time with specific sections.

Conducting a Session

Schedule and announce the sessions according to your organization's needs and requirements. Each session should include, at a minimum:

- Specific learning objectives,
- The presentation of core content, and
- Opportunities for participants to learn more, understand and connect with the key messages for each topic, act on their learning, and engage with others.

Educational Content at a Glance

Learning Objectives

- Explain the five elements needed for germs to spread and cause infection.
- Describe the four most common pathways for germ spread in long-term care.
- Describe at least two action steps to prevent infection.

Key Takeaways

- At least five elements are needed for a germ to spread and cause an infection: a “reservoir” for the germ to live in; a “pathway” for the germ to move out of the reservoir; a person to infect; the ability to get around the body’s defenses; and the ability for the germ to survive.
- Infection control actions at any one of these key points stop germs from spreading from reservoirs through pathways and causing infection.
- In most cases, there are a few main ways that germs are spread in long-term care: through touch; when they’re breathed in; through splashes and sprays to the eyes, nose, or mouth; and through clinical care tasks that bypass or break down the body’s natural defenses, like needlesticks.
- When you understand how germs spread and cause infection, then the infection control actions you take every day to keep them from spreading make more sense – and become second nature.
- When you recognize risks for germs to spread, you can choose the right infection control actions to keep it from happening.

Session: How Germs Make People Sick and How to Prevent Infection

Session Slides and Facilitator Notes

1. **Welcome and Introductions**

1 minute

Slide 1: Welcome and Introductions

Facilitator Notes

- (VIRTUAL ONLY) Participants log in and get settled.

Slide 2: Agenda

Facilitator Notes

- Welcome the group and (VIRTUAL FORMAT ONLY) add a greeting to the chat box.
- Thank them for joining.
- Announce housekeeping notes, either orally or (VIRTUAL FORMAT ONLY) via chat. If needed, provide additional notes specific to the platform you're using (e.g., how to "raise your hand," how to post questions).
- Provide an overview of the agenda.
- Adapt this section of the session as needed: for instance, you may choose to spend additional time on introductions if there are new faces, or if participants do not know each other.

Sample Script

"Welcome to today's training. Thank you for joining us! Before we begin, a few housekeeping notes. We'll meet today for about 20 minutes. It's great to see you all here today!"

(VIRTUAL FORMAT ONLY) Please keep your videos on, to the extent possible, and keep your microphone muted when you are not contributing to the discussion.

"During the pandemic and afterwards gaps were identified in infection prevention and control practices and available training. This presentation is intended to serve as a training tool for long-term care staff, contractors, residents, and visitors."

“Today, we’ll discuss the five elements needed for germs to spread and cause infection, and the four most common pathways for germ spread in long-term care facilities. When you understand the elements and pathways, then the infection control actions you do every day make more sense!”

“Today’s agenda includes: How Germs Spread and Make People Sick, How Can an Infection Occur using a scenario? How Can You Prevent the Infection? And Key Takeaways.”

“We’ll have an opportunity to reflect before we wrap up for the day.”

2. How Germs Spread and Make People Sick

5 minutes

Slide 3: How Germs Spread and Make People Sick

(Transition slide)

Sample Script

Let’s get started how germs spread and make people sick.

Slide 4: Video: How Germs Spread in Healthcare

Facilitator Notes

- This slide includes a video clip that reviews key information about how germs spread and make people sick. You have two options to present this information.
 - Show the video clip. After the clip, **transition past slides 5–8 to slide 9: How Germs Spread in Long-term care.**
 - * Encourage participants to think about how the five elements relate to their workday and their routine tasks. Invite them to make notes in their participant booklet about possibilities that they see for germs to spread.
 - * Emphasize that these elements are not inevitable; infection control actions at any point can keep germs from spreading.
 - If you choose not to show the video clip, **proceed past slide 4 to slides 5–8**, which illustrate the elements of how germs spread and cause infection. Once you have reviewed those slides, **proceed to slide 9: How Germs Spread in Long-term care.**

- Access the How Germs Spread in Healthcare video clip:
<https://www.cdc.gov/infectioncontrol/projectfirstline/videos/HowGermsSpread-LowRes.mp4>

Sample Script:

“We’re going to watch a quick video clip to see the five elements in action. Keep in mind that germ spread isn’t guaranteed to happen! Infection control actions at any of the points can help keep the germs from causing infection.

“As we watch, think about how they relate to your workday and the tasks that you do. Where do you see the possibility for germs to spread? Feel free to jot your thoughts down in your participant booklet.”

(After video) “Now that we’ve talked about how germs make people sick, let’s talk about how that usually happens in the long-term care facilities.”

Slide 5, 6, 7, 8, 9: Five Elements of How Germs Spread and Cause Infection

(Alternative to video)

Facilitator Notes

(Alternative to video):

- If you elect not to show the video, use these slides, which describe the five elements of how germs spread and cause infection.
 - Encourage participants to think about how the five elements relate to their workday and their routine tasks. Invite them to make notes in their participant booklet about possibilities that they see for germs to spread.
 - Emphasize that these elements are not inevitable; infection control actions at any point can keep germs from spreading and prevent infections.

Sample Script

(Alternative to video)

“Let’s look at each of these elements in a little more detail. As we do, think about how they relate to your workday and the tasks that you do. Where do you see the possibility for germs to spread? Feel free to jot down your thoughts in your participant booklet.”

(Advance to slide 6.)

Slide 6:

“First, germs need a place to live – we call these places ‘reservoirs.’ Essentially, they’re like habitats. Reservoirs can be in the human body – the skin; the digestive system or ‘gut’; the lungs and airway; and the blood. Reservoirs can also be in the environment: water and surfaces that have water on them; dry surfaces like countertops and bedrails; dirt and dust; and devices.”

(Advance to slide 7.)

Slide 7:

“Second, germs need a pathway – because they typically can’t move on their own, at least not very far, germs need a way to get from where they live to another place or a person. We’ll talk more about pathways in a moment.”

(Advance to slide 8.)

Slide 8:

“Germs need a person to infect. That person can be a patient or you or one of your colleagues. Germs also need to get around the body’s natural defenses to make that person sick.”

(Advance to slide 9.)

Slide 9:

“Finally, germs need to survive so that they’re still able to make someone sick. Keep in mind that germ spread and infections can be prevented. Acting on one or more of these five elements can keep germs from spreading and keep people from getting infected – that’s infection control.

“Now that we’ve talked about how germs spread and make people sick, let’s talk about how that usually happens in long-term care.”

Slide 10: How Germs Spread in Long Term Care: Four Main Pathways

Facilitator Notes

Explain the four main pathways for germ spread in long term care.

Sample Script:

“In most cases, there are four main pathways for germs to spread from reservoirs in long term care: the first is through touch. That usually involves the skin – especially the hands – but it also happens with devices, which touch different people and surfaces.

“Another pathway for germs is through breathing in. A third is through splashes or sprays of blood, body fluid, or water from a sink or other source. Germs in those splashes or sprays can get into a person’s eyes, nose, or mouth, or into a cut or a break in their skin and cause infection.”

“The last common pathway for germ spread in long term care is through clinical care tasks that bypass or break down the body’s natural defenses, like when a patient’s skin has to be broken to administer medication through an injection. That creates a pathway for germs to enter the patient’s body.”

Slide 11: Knowing Where Germs Live and How They Spread Helps You Recognize Risk

Facilitator Notes

- Connect the elements of how germs spread and make people sick and the common pathways for germ spread in long term care to infection control actions that stop germs from spreading.

Sample Script:

“Infection control actions at any one of the key points we just discussed can stop germs from spreading and causing infection. To make decisions about infection control, it’s important to think about where the germs are – which reservoir or reservoirs you are dealing with – and how the germs might get somewhere else – the pathway. Then, you can recognize the risk for germ spread to happen, and do something about it.”

3. How Can an Infection Occur?

5 minutes

Slide 12: How Can an Infection Occur? (Transition slide)

Slide 13: Scenarios: How Can an Infection Occur?

Facilitator Notes

- Explain the learning activity, which uses a scenario in which residents get infections in long term care settings. With the scenario, establish how an infection could occur by walking participants through possibilities for each of the five elements of how germs make people sick, beginning with a germ in a reservoir.
- Explain that the emphasis should not be on the characteristics of the specific germ, but on using the framework of the five elements, the main reservoirs for germs in long term care, and from the four main pathways for germ spread in long term care to imagine how a patient might get an infection.
- The “story” that you create for how an infection occurs does not necessarily need to have exactly five steps, but should use the five elements as a guide. For instance, a germ can spread from its initial reservoir by a pathway to another reservoir (such as a surface or person), and then from there by a pathway (such as touch) to another surface or person, before arriving at a person that it infects.
 - Depending on your audience and if time allows, you may choose to ask a volunteer to name an infection control action that could stop the germ at a given element.

Sample Script

“Now that we’ve talked about how germs spread and cause infection in long term care, let’s imagine a scenario where it could happen. I’ll walk you through a scenario. I’ll start with the germ norovirus and the initial reservoir, a long-term care worker’s hand, and then I’ll walk through some possibilities for each of the five factors of germ spread. In the end, a resident could be infected with this germ. Of course, there are infection control actions that can keep the germ from spreading, but for now, we’re focusing on how germs spread and make people sick.

“It’s not necessary to know everything about the germ in the example to do the activity! The point is to think through the elements of how germs can be spread. Let’s get started.”

Slide 14: Example Scenario - Norovirus on a Long-Term Care Worker’s Hand

Facilitator Notes

- Briefly summarize each of the five elements in the sample scenario.
- Once you have described the scenario, advance to the next slide, which contains the “How Germs Spread” information from the beginning of the session, tailored to illustrate this example.

Sample Script

“Our germ is norovirus, and our reservoir is the skin: a long-term care worker’s hand. What is a pathway for the germ to be spread from the hand? The worker could touch the bed rail in a resident’s room without cleaning their hands first. Recall the five elements of how germs spread and cause infection: reservoirs, pathways, a person, a body's defenses, and survival.”

Slide 15: Example Scenario - How Germs Spread and Make People Sick

Facilitator Notes

- Emphasize that the five elements that you described are not the only ways that this germ can be spread from this reservoir.
- Note that the five elements are not necessarily steps that happen all in order, and that they are not inevitable. Infection control actions can keep the germ from spreading at any of the elements.

Sample Script

"The worker could touch the bed rail in a resident’s room without cleaning their hands first.

“The germ is now on the bed rail. From there, how could it get to the resident? The resident could pick up the germ on their hand when they touch the bed rail, if it hasn’t been cleaned and disinfected first. The resident could then touch their mouth, delivering the germ to their body. The germ has survived because the bed rail wasn’t cleaned and disinfected, and the resident’s natural defenses can’t fight it off. The resident now has an infection.

“Now, the way that I just outlined the five elements in this example isn’t the only way germ spread could happen. In fact, there are many ways that the elements could work in this scenario for an end result of a resident becoming infected.

“It’s also important to remember that the elements aren’t steps in an order and that it’s not inevitable that someone will get sick from a germ – infection control actions can keep germs from spreading at any point: the reservoir, pathway, the new person to infect, their body’s defenses, and the survival of the germ itself!”

Slide 16: Reflection

Facilitator Notes

- Help participants connect the process of recognizing risk using reservoirs to common tasks that they do in their own work, and to actions that they can take to recognize and reduce the risk of germs spreading.

- Encourage participants to make notes in their participant booklets.
- Time permitting, you may wish to ask for responses in the chat or for participants to share their ideas verbally.

Sample Script

“Now that we’ve used our knowledge about reservoirs and pathways to recognize the risk for germs to spread, let’s reflect on your work and work experiences.

“What are some of your common, everyday tasks? What is one step that you can take to recognize an infection risk at work? What are two actions that you can take to keep germs from spreading? Please write down your actions – in your participant booklet.”

4. Infection Prevention and Control

5 minutes

Slide 17: Infection Prevention and Control

Facilitator Notes

- This slide provides the opportunity to invite participants to identify infection control actions that they can use to decrease or eliminate the risks of germ spread that they identified. If you captured participants’ ideas on a blank slide, you may wish to use that slide for this discussion instead of using the provided slide, which is prepopulated with likely reservoirs and pathways for the scenario.
 - Better hand hygiene
 - Cleaning and disinfection
 - Using gowns and gloves
 - Education of staff

Sample Script

“Now that we’ve talked through reservoirs and pathways for the scenario, let’s discuss what infection control actions would help stop norovirus from spreading in these situations?

Would someone care to share their ideas? (VIRTUAL ONLY) please come off mute and share. And please feel free to jot down your ideas in your participant booklet! (*Acknowledge and affirm responses, as appropriate*).

- “A few possibilities are listed on this slide that includes hand hygiene, more

specifically hand washing for norovirus instead of hand sanitizer, cleaning and disinfection with bleach, using mask, gowns and gloves to prevent splashes, and education of staff, contractors, residents and visitors.”

Slide 18: Your 5 moments of Hand Hygiene

Facilitator Notes

Share the available tools and resources with the participants.

Sample Script

“Hand hygiene is the first line of defense against the spread of germs. Prevention steps should include educating the staff, contractors, residents and visitors on hand hygiene, Understanding the type of hand hygiene required for particular infection types are paramount in preventing and controlling infections and outbreaks.”

“The 5 Moments of Hand Hygiene is a great way to reflect your hand hygiene practices every time”.

Slide 19: Transmission-Based Precautions

Facilitator Notes

Share the available tools and resources with the participants.

Sample Script

Transmission-Based Precautions are the second tier of basic infection control. It is crucial to identify and select the appropriate PPE and to use it properly.

Slide 20: Conclusion (Transition slide)

5. Key Takeaways

2 minutes

Slide 21: Key Takeaways

Facilitator Notes

Thank participants for their time and review the Key Takeaways from the session.

Sample Script

“Thank you for your time and attention today. I hope that you can take these ideas and apply them at work.”

Slide 22: Resources

Facilitator Notes

- Share additional resources from Kane County Health Department, Project Firstline and CDC.
- Explain how participants can reach you, by the means of your choosing, and how they can reach Kane County Health Department.

Sample Script

“Even though we covered a lot today, there is still much more to learn. You can keep exploring these topics on your own using the resources on this slide.

“Kane County Health Department has a dedicated webpage for all infection control resources.

“Project Firstline has a suite of products to help you learn more about how to recognize infection risks at work, where germs live in long term care, and how germs spread.”

“I will stay on the line for a few minutes after our session ends and will be happy to discuss any other questions!”

Slide 23: Questions

Facilitator Notes

- Invite additional remaining questions.
- If the answers are information that is already included in this session, please respond.
- If the questions address content that is not covered in this session, please do not attempt to answer. Instead, take note of the questions and consult with CDC/KCHD resources to follow up with answers after the session.

Sample Script

“We covered a lot today. Does anyone have any questions still remaining, or items I can clarify about how germs spread and make people sick?”

Thanks again for joining us today.”



For more information, please contact:

Kane County Health Department
1240 N. Highland Ave,
Aurora, IL 60506
24-hour phone:
630-208-3801



PARTICIPANT BOOKLET

Invisible Threat: How Germs Make People Sick and How to Prevent Infection

Infection Control Training Toolkit



U.S. Department of
Health and Human Services
Centers for Disease
Control and Prevention



PROJECT
FIRST LINE



KANE COUNTY
HEALTH
DEPARTMENT

Overview

Training session: How Germs Make People Sick and How to Prevent Infection

Video: [How Germs Spread in Healthcare](#)

Learning Objectives

- Explain the five elements needed for germs to spread and cause infection.
- Describe the four most common pathways for germ spread in long-term care.
- Identify ways to prevent and control infection in long-term care.
- Review resources for infection prevention and control.

Key Takeaways

- Five elements for a germ to spread and cause an infection: reservoir, pathway, person to infect, getting around the body's defenses, survival.
- Main pathways for germs to spread in long term care: touch, breathing in, splashes or sprays, bypassing or breaking down the body's natural defenses.
- When you understand where germs live and how they might be moved from one place to another or to people, you can recognize the risk for it to happen.
- When you recognize risks for germs to spread, you can choose the right infection control actions to keep it from happening.
- Infection control actions at any one of these key points stop germs from spreading and causing infection.
- Identifying appropriate tools and resources to prevent and control infection.

Notes



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