Indiana Healthcare Associated Infection Initiative

Environmental Cleaning Video Course

Leader’s Guide

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About This Course

RECOMMENDED ACTIVITY
The guide is to support use of the Environmental Cleaning online module as part of an in-service program for small groups of staff. The goal of this guide is to assist the facilitator in presenting the online module and leading short discussions around environmental cleaning best practices at their facilities.

LEARNING OBJECTIVES
At the end of this course, participants will be able to:
- Explain why there is a need to maintain a clean environment to prevent the spread of infections.
- Describe how to correctly disinfect an environment to prevent the spread of Clostridium difficile.

PROCESS OVERVIEW
- This online course includes several video clips that explain how to correctly clean and disinfect a patient room. This guide provides additional explanations that you can use if you review the course as a group.
- For each screen in the course, there is a corresponding page in the guide with other facts relating to infection prevention or questions to ask the participants.

HOW TO USE THIS GUIDE
- Review the guide and the online course prior to the group session to make sure you understand how the course functions.
- Follow the suggestions in the guide for what you might say or ask. These are only suggestions; feel free to reword them to better fit your facility’s needs.
- Know the training will be most effective if you add personal stories and illustrations to support the content. However, the basic content of the course should not be changed.
- Review the special notes in red that ask for details specific to your facility. You’ll want to insert the answers into your copy of the guide to share with participants.
Preparing to Facilitate

MATERIALS CHECKLIST

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Quantity Needed</th>
<th>Materials Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Leader’s Guide</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2 Online Course</td>
<td>1</td>
<td>Screens embedded in this guide</td>
</tr>
<tr>
<td>3 Pocket Environmental Cleaning Checklist</td>
<td>1 per participant</td>
<td>In the Tools section of the course</td>
</tr>
</tbody>
</table>

ROOM SET-UP

- The room set-up plays a critical role in the success of the session and helps to create a conducive learning environment for the participants. Set up your room keeping the following in mind:
  - If using rectangular tables, position tables in a “U” shape so that participants can see the front of the room without obstructions and position chairs around the U-shape table set-up.
  - If using round tables, position four tables so that participants can see the front of the room without obstructions and position chairs around each table for team seating.
  - Position screen, computer station, computer and LCD projector in the front of the room at the center.
**Description**

**Splash Screen**

**Total Time:** 2 minutes

**Key Points**

- Facilitator introduction and welcome

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**Leader Notes**

- **Note to Leader:** Make sure your speakers are on at this point. The next screen and the video screens all have audio you will need to broadcast to the group.

- **Welcome** participants to the Environmental Cleaning course.

- **Introduce** yourself to participants. Provide your personal experience in infection prevention and environmental services so participants know your background.

- **Explain** that the course is part of an initiative developed by the Indiana State Department of Health and coordinated by the University of Indianapolis Center for Aging and Community. The Indiana State Department of Health, in collaboration with other academic institutions, healthcare organizations, patient advocate organizations, quality experts, and healthcare providers, are dedicated to preventing infection.

- **Transition Statement:** “This course focuses on one of the essentials of infection prevention - maintain a clean environment. We’ll watch several video segments and answer some discussion questions to give us a better understanding of how to disinfect to protect our patients, ourselves, and others.”
Description

Course Welcome

Total Time: 2 minutes

Key Points

• The Five Essentials
• How this course fits

Leader Notes

▪ **Note to Leader:** Before the session begins, ensure you know how to navigate in the course. If you have any trouble, **click** the Help button in the upper right of the screen. It allows you to see details on how to move through the course.

▪ **Describe** the five essentials of infection prevention.
  – **Click** each essential and review the details.

▪ **Explain** that the focus of this course is on maintaining a clean environment to prevent infections, with specific emphasis on preventing the spread of *Clostridium difficile*. 

Description

Video Menu

Total Time: 1 minute

Key Points

• Video menu for all video segments

Leader Notes

- **Note to Leader:** To return to this screen at any time, click **VIDEO MENU** in the left navigation of the course.

- **Click Your Role** or **Next** to play the video.
Description

Your Role Video

Total Time: 3 minutes

Key Points

• Why infection prevention is important

Leader Notes

• Click to play the video.

• Note to Leader: Share any statistics regarding Clostridium difficile from your facility. Connect them with statistics shared at the opening of the video.

• Review the steps of the chain of infection with participants. Use the graphic below to explain each step.
**Leader Notes**

- **Ask** the question.
  - **Allow** participants to respond.
  - **Select** the response based on the agreement of the class.

- If they choose the **correct response**, discuss the onscreen feedback.

- If they choose the **incorrect response**, discuss the feedback and make sure they understand why their choice was incorrect.

- **Reinforce** how *Clostridium difficile* spores are spread.
**Leader Notes**

- **Explain** that participants are about to watch Lisa prepare to clean a room the wrong way. Tell them to pay attention to what she does wrong.

- **Click** to play the video.

- **Transition Statement**: “Let’s go over some of the things Lisa did wrong.”
**Description**

**Question Two**

**Total Time**: 1 minute

**Key Points**

- The first steps are to gather the correct supplies and wear personal protective equipment.

**Leader Notes**

- **Ask** the question.
  - **Allow** participants to respond.
  - **Select** the response based on the agreement of the class.

- If they choose the **correct response**, discuss the onscreen feedback.

- If they choose the **incorrect response**, discuss the feedback and make sure they understand why their choice was incorrect.

- **Emphasize** that all of the steps Lisa missed are very important in infection prevention.

- **Transition Statement**: “Infection prevention is very important, so you need to know how to do things the right way and avoid making the common errors that Lisa made.”
Leader Notes

- **Say:** “Let’s watch Lisa prepare the right way. Pay attention to what she does differently this time.”

- **Click** to play the video.

- **Ask:** “What did Lisa do differently this time around?”
  - **Discuss** responses.

- **Review** with participants where they can find the facility’s isolation plan.

- **Note to Leader:** Bring your facility’s isolation plan to show to participants.

- **Ask:** “How are isolation rooms identified here?”

- **Note to Leader:** If possible, bring an isolation tag with you to show participants. **Remind** them that they need to be able to recognize an isolation room first, then prepare to clean.

- **Note to Leader:** **Discuss** differences across facilities:
  - **Explain** how isolation tags may differ from what is shown in the video. **Ensure** participants know how to recognize isolation rooms at your facility.
  - **Emphasize** the type of cleaning solution used at your facility, especially if it is a bleach wipe. **Ensure** participants know how long the wipes’ disinfectant must be left on a surface to be effective.
**Description**

**Question Three**

**Total Time:** 1 minute

**Key Points**

- The correct bleach disinfectant solution to kill *Clostridium difficile*

**Leader Notes**

- **Ask** the question.
  - **Allow** participants to respond.
  - **Select** the response based on the agreement of the class.

- If they choose the **correct response**, discuss the onscreen feedback.

- If they choose the **incorrect response**, discuss the feedback and make sure they understand why their choice was incorrect.

- **Discuss** the correct ratio of bleach to water used to kill *Clostridium difficile*.

- **Note to Leader:** Review the quantity of bleach to water that you use in your facility. While it is a 1:10 solution, **explain** to participants that it may be different from the ¼ c to 2 ¼ c explained in the answer.
Description

Question Four

Total Time: 1 minute

Key Points

• Clostridium difficile can live on surfaces for up to 5 months

Leader Notes

▪ Ask the question.
  – Allow participants to respond.
  – Select the response based on the agreement of the class.

▪ If they choose the correct response, discuss the onscreen feedback.

▪ If they choose the incorrect response, discuss the feedback and make sure they understand why their choice was incorrect.

▪ Discuss the answer, five months, and emphasize the need to take action to prevent the spread of germs.
Description

Prepare to Clean Best Practices

Total Time: 1 minute

Key Points

- Best practices to follow when preparing to clean

Leader Notes

- **Review** the best practices with participants so they know what they should do before they enter a room.

- **Ask:** “Does anyone have any questions about the steps you should take to prepare to clean?”
  - **Answer** any questions participants have.

- **Transition Statement:** “Now that you know how to prepare to clean, let’s focus our attention on how to clean and disinfect a room.”
**Description**

**Clean and Disinfect Video One**

**Total Time:** 5 minutes

**Key Points**

- How to clean and disinfect the right way

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**Leader Notes**

- **Click** to play the video.

- **Ask** participants what techniques they saw Lisa using.

- **Review** the techniques Lisa used and why they're important.
  - Greeting the patient and explaining why she’s there.
  - Following unidirectional cleaning, moving around the room top to bottom, left to right.
  - Cleaning to remove visible dirt before disinfecting all surfaces.
  - Applying friction to thoroughly disinfect.
  - Disposing of dirty cleaning cloths.
  - Changing cleaning cloths between the bathroom and patient room.
  - Changing cleaning cloths when they are visibly dirty.

- **Note to Leader:** Explain the difference between cleaning and disinfecting to participants.

- **Discuss** the importance of keeping the disinfectant solution germ-free. Environmental services staff should never dip a used cloth into a bucket of disinfectant or touch the spray nozzle of the bottle with a used cleaning cloth. Those actions contaminate the disinfectant and only spread germs.

- **Note to Leader:** If your facility does not use disposable cleaning cloths, **review** with participants what they need to do with used cloths to prevent the spread of infection.

- **Transition Statement:** “We’ll answer a few questions about what we saw, then watch Lisa finish her cleaning routine.”
**Leader Notes**

- **Ask** the question.
  - **Allow** participants to respond.
  - **Select** the response based on the agreement of the class.

- If they choose the **correct response**, discuss the onscreen feedback.

- If they choose the **incorrect response**, discuss the feedback and make sure they understand why their choice was incorrect.

- **Discuss** the appropriate answer which is allowing the bleach to remain on the surface for 1 minute.

- **Note to Leader: Explain** that the length of time varies if bleach wipes are used. **Discuss** what’s used at your facility and the recommended amount of time the bleach should be left on a surface.

**Description**

**Question Five**

**Total Time:** 1 minute

**Key Points**

- Disinfectant needs to remain wet on the surface for 1 minute to kill *Clostridium difficile* spores
Description

Clean and Disinfect Video Two

Total Time: 4 minutes

Key Points

• Taking appropriate precautions before leaving a room to prevent infection

Leader Notes

- Click to play the video.

- Ask: “What did you notice Lisa doing in this video?”
  - Allow participants to respond. Possible responses include:
    • Disinfecting her cleaning supplies.
    • Disposing of her used personal protective equipment.
    • Following proper hand hygiene.
    • Removing the used cloths and trash when she left the room.

- Review the proper steps for removing personal protective equipment.

- Note to Leader: Consider bringing a set of personal protective equipment with you and having a volunteer demonstrate proper removal.

- Emphasize that Lisa puts a new glove on one hand, so she can hold the trash bag when she exits.

- Ask: “How do her actions prevent the spread of infections?”
  - Discuss responses.

- Note to Leader: If a participant asks about the cleaning solution being near the patient’s water container, explain that it is always within sight of the environmental services staff and only remains on the table while Lisa is cleaning it. Emphasize that it is best to keep the cleaning solutions out of the reach of patients.

- Note to Leader: Discuss with participants the fact that they should not remove their personal protective equipment near the patient; instead, they should be next to the trashcan or linen container where they will dispose of it.
Leader Notes

- Ask the question.
  - Allow participants to respond.
  - Select the response based on the agreement of the class.

- If they choose the correct response, discuss the onscreen feedback.

- If they choose the incorrect response, discuss the feedback and make sure they understand why their choice was incorrect.

- Discuss why it’s important to allow the germicidal bleach solution to disinfect the surfaces.
**Description**

**Question Seven**

**Total Time:** 1 minute

**Key Points**

- Proper precautions to complete before leaving the patient’s room.

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**Leader Notes**

- **Ask** the question.
  - **Allow** participants to respond.
  - **Select** the response based on the agreement of the class.

- If they choose the **correct response**, discuss the onscreen feedback.

- If they choose the **incorrect response**, discuss the feedback and make sure they understand why their choice was incorrect.

- **Discuss** the appropriate answer and reinforce why disinfecting their supplies and other actions are important.

- **Emphasize** that disinfecting the cleaning equipment keeps the germs from being accidentally spread by environmental services from room to room in a facility.
Question Eight

Total Time: 1 minute

Key Points

• Clean and disinfect any equipment that will be used in another room

Leader Notes

- Ask the question.
  - Allow participants to respond.
  - Select the response based on the agreement of the class.

- If they choose the correct response, discuss the onscreen feedback.

- If they choose the incorrect response, discuss the feedback and make sure they understand why their choice was incorrect.

- Discuss that:
  - The cloths cannot be reused because they have been exposed to germs.
  - The mop head must also be changed before the mop can be used in a different room.

- Ask: “Before we move on to the next video, what questions do you have about precautions to take when leaving the room?”
  - Address questions as needed.

- Transition Statement: “Let’s focus on what to clean in the room. We want to ensure we’ve cleaned all the high-touch areas.”
Description

Where to Clean Video

Total Time: 2 minutes

Key Points

- What to clean
- Identification of high-touch surfaces

Leader Notes

- **Ask:** “What’s a high touch surface?”

- **Discuss** briefly the participants responses and **explain** why these surfaces are important to clean to prevent infection.

- **Click** to play the video.

- **List** all of the high-touch surfaces:
  - Horizontal surfaces: overbed tables, nightstands, window sills
  - Telephones
  - Call buttons
  - Bed rails
  - Chairs: arms and seats
  - Bedside commodes
  - Water pitchers
  - Television remotes
  - Light switches
  - Door knobs
  - Blood pressure cuffs
  - Sinks: faucets, backsplashes
  - Paper towel dispensers
**Leader Notes**

- Ask the question.
  - Allow participants to respond.
  - Select the response based on the agreement of the class.

- If they choose the correct response, discuss the onscreen feedback.

- If they choose the incorrect response, discuss the feedback and make sure they understand why their choice was incorrect.

- Discuss the order of the germiest objects in a room in the feedback.

- Ask: “Is anyone surprised by this answer?”

- Emphasize the importance of cleaning frequently touched surfaces even when you don’t think the object is dirty.
Description

Cleaning Best Practices

Total Time: 1 minute

Key Points

• Cleaning the room

Leader Notes

• Review the best practices for cleaning a room. Emphasize the high touch surface areas that participants should focus on.

• Explain that at the end of the session, you will give participants an environmental checklist that will help them remember the best practices for cleaning.
**Leader Notes**

- **Review** the best practices participants should follow before they leave an isolation room.

- **Transition Statement**: “Now that we know where to clean, let’s do one final review.”
Leader Notes

- **Review** key points and **share** your closing thoughts.

- **Ask**: “What questions or thoughts would you like to share before we end our class today?”

- **Discuss** final thoughts or questions as appropriate.

- **Hand out** the pocket environmental cleaning checklists.

- **Thank** participants for their participation.

- **Note to Leader**: Explain any follow up that will take place in your facility.