



# Welcome!

## Virtual Infection Prevention Train-the-Trainer Workshops for Skilled Nursing Facility Educators

Register for future workshops and office hours; access workshop resources:  
<https://www.hsag.com/ip-train-the-trainer>



# Infection Prevention and Control Training for Environmental Services (EVS) Staff Train-the-Trainer Workshop for Skilled Nursing Facility Educators

August 2023

Healthcare-Associated Infections Program  
Center for Health Care Quality  
California Department of Public Health



## Housekeeping Reminders



**This session is being recorded.**



**If your name does not show up, please “right click” to rename.**



**Please stay muted if you are not speaking.**



**Type questions or comments in the chat or unmute during discussion.**



**CEU are available for this workshop.**

## Implicit Bias

- Describes how our unconscious attitudes or judgements can influence our thoughts, decisions, or actions
- Includes involuntary, unintentional perceptions made without awareness
- Occurs as our brains sort information and perceive data to understand our world
- Affects our decisions, contributing to societal disparities
  - Self awareness about implicit bias can promote healthcare diversity and equality
- Learn more about your own implicit bias at [Project Implicit](https://implicit.harvard.edu/implicit/) (implicit.harvard.edu/implicit/)



## Meet Our Instructors



**Sophie Frank**

Health Educator, Outreach  
and Communications  
Coordinator  
HAI Program, CDPH



**Aurora Avalos,  
RN, MSN, PHN**

Nurse Educator  
HAI Program, CDPH



**Shannon Malindzak,  
RN, BSN, PHN**

Nurse Educator  
HAI Program, CDPH

# EVS Staff are part of the IPC Team!

**ENVIRONMENTAL SERVICES**



**INFECTION PREVENTION TEAM**



**HEALTHCARE PERSONNEL**



**INFORMATION TECHNOLOGY**



**FACILITY ADMINISTRATION**



**MICROBIOLOGY LAB**



**PHARMACY**



**PUBLIC HEALTH**



**QUALITY/ RISK MANAGEMENT**



## EVS Staff are Not *Just Cleaning* - EVS Staff Protect Residents!

- Previous and current outbreaks of multi-drug resistant organisms (MDROs) have been linked to poor adherence to environmental cleaning and disinfection
- MDRO outbreaks can spread quickly within and between resident-sharing networks

Meaning...

- **Environmental Services IPC education and practice protects residents and saves lives**
  - *EVS Managers and Staff Save Lives!*

## EVS Curriculum Created in Partnership with EVS Staff and Managers

We're here to support you!

- EVS IPC curriculum created specifically for EVS managers to train EVS staff
- ✓ EVS staff-specific training that is retainable and accessible
- ✓ Tools for educators to provide simple, in-person, hands-on training
- ✓ Focus on EVS tasks, not just general IPC
- ✓ Adaptable to different learning styles
- ✓ Opportunities for additional training and support





## Poll Question #1

*As the facility educator, how do you ensure that your EVS staff adhere to IPC practices? Select all that apply.*

- A. Provide education and training
- B. Conduct adherence monitoring (e.g., for hand hygiene, room cleaning & disinfection)
- C. Provide feedback to EVS personnel
- D. Engage EVS staff to be part of the solution
- E. All of the above
- F. Other, specify/share in the chat

## Poll Question #2

*What are your barriers to implementing training for EVS staff in your facility? Select all that apply.*

- A. Not sure where to start
- B. Lack of leadership support for EVS training
- C. Not sure what training materials to use
- D. Time constraints or staff availability
- E. Other, specify/share in the chat

## A Note About Today's Workshop: Mini-Modules to Demo Toolkit

- We will highlight select slides to review key content
  - The actual slide sets are larger with more information
- We will share sample curriculum files
  - Each module includes complete curriculum slide set, pre/post training questions, an instructor checklist, and suggested hands-on activities
- **Goals for this presentation:**
  - Describe the role of environmental services (EVS) staff and managers in infection prevention and control (IPC) and keeping residents safe
  - Demonstrate accessing toolkit curricula through the Project Firstline EVS Training Toolkit and Implementation Guide
  - Demonstrate how to use toolkit materials to train your staff

# EVS Staff Training Toolkit

- For EVS Managers, facility educators
- Includes sample training schedules

## Infection Prevention and Control Training for Environmental Services Staff in Skilled Nursing Facilities: A Toolkit and Implementation Guide for Skilled Nursing Facilities and Local Public Health Departments

CDPH HAI PROGRAM PROJECT FIRSTLINE



*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. The California Department of Public Health Healthcare-Associated Infections (HAI) Program is proud to partner with Project Firstline, as supported through Strengthening HAI/AR Program Capacity (SHARP) funding. CDC is an agency within the Department of Health and Human Services (HHS). The contents of this presentation do not necessarily represent the policies of CDC or HHS and should not be considered an endorsement by the Federal Government.*

# ACCESS THE TOOLKIT: FINDING A SLIDE SET

## PDF Toolkit Table of Contents

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# ACCESS THE TOOLKIT: FINDING A SLIDE SET

## Module 1: Hand Hygiene

This course reviews hand hygiene's role in stopping the spread of germs and provides participants with an understanding of when hand hygiene is needed to maintain a safe environment of care and reduce HAI.

### Curriculum Slides

Use the curriculum slides to provide training to EVS staff. Curriculum slides are available with presenter notes.

[Slides \(PDF\) \(URL\)](#)

[Embedded handwashing video \(File Type\) \(URL\)](#)

## Module 1: Hand Hygiene

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[Pre- and post-training questions with answer key \(PDF\) \(URL\)](#)

### Instructor Checklist

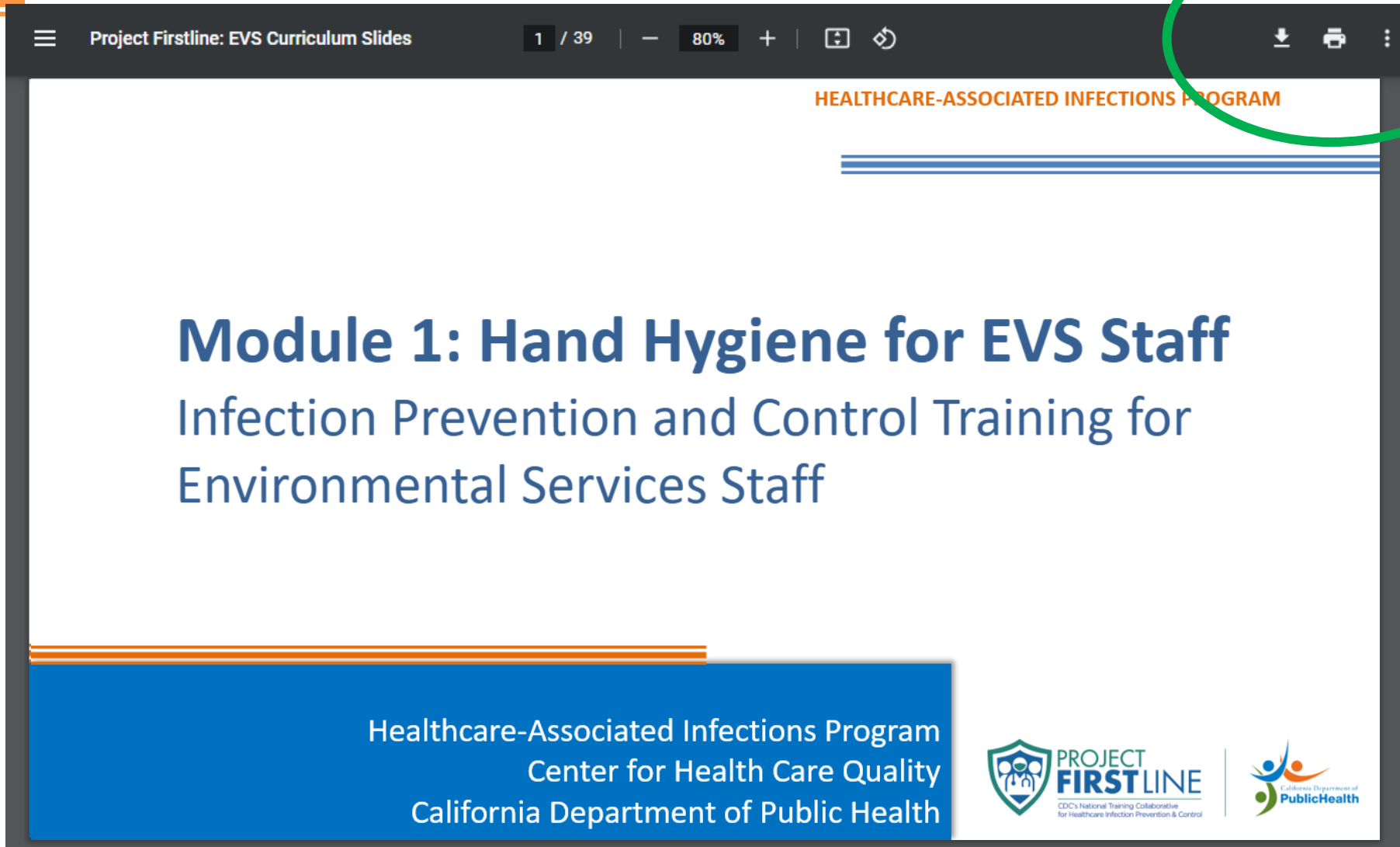
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[Instructor Checklist \(PDF\) \(URL\)](#)

### Activity Cards and Worksheets

Select one or more activities to engage your EVS staff in additional learning. Activities may be incorporated into regular trainings or used in other formats.

# ACCESS THE TOOLKIT: FINDING A SLIDE SET




Project Firstline: EVS Curriculum Slides 1 / 39 80%


HEALTHCARE-ASSOCIATED INFECTIONS PROGRAM

## Module 1: Hand Hygiene for EVS Staff

Infection Prevention and Control Training for Environmental Services Staff

Healthcare-Associated Infections Program  
Center for Health Care Quality  
California Department of Public Health

 PROJECT FIRSTLINE  
CDC's National Training Collaborative  
for Healthcare Infection Prevention & Control

 California Department of  
PublicHealth

# Module 1: Hand Hygiene

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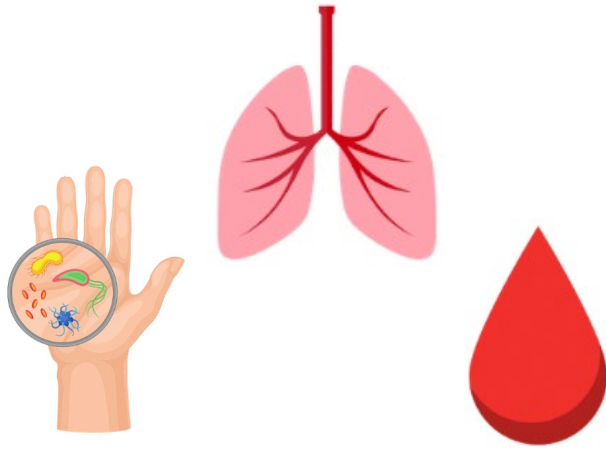
- Describe how hand hygiene helps stop the spread of germs
  - Demonstrate proper hand hygiene
  - Adopt proper hand hygiene practices during environmental cleaning and disinfection
- 
- 





## Reservoirs: Where Germs Live

### Body Reservoirs



**Examples: Skin, gastrointestinal system ("the gut"), respiratory system, blood**

### Environmental Reservoirs



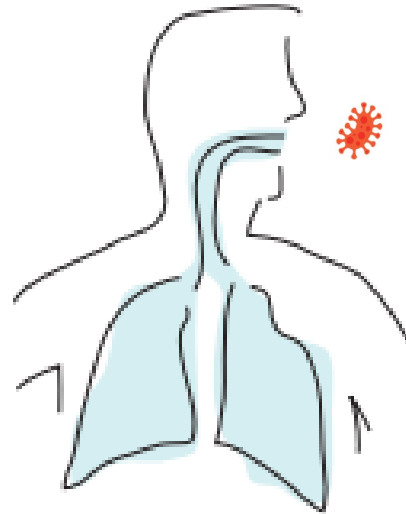
**Examples: Sinks/faucets, medical devices, bed rails, door handles, curtains**

# Pathways: How Germs Spread

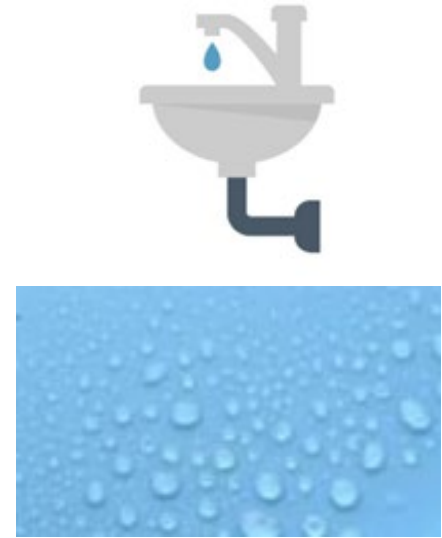
Touch



Breathed In



Splashes or  
sprays



## How Germs Make People Sick

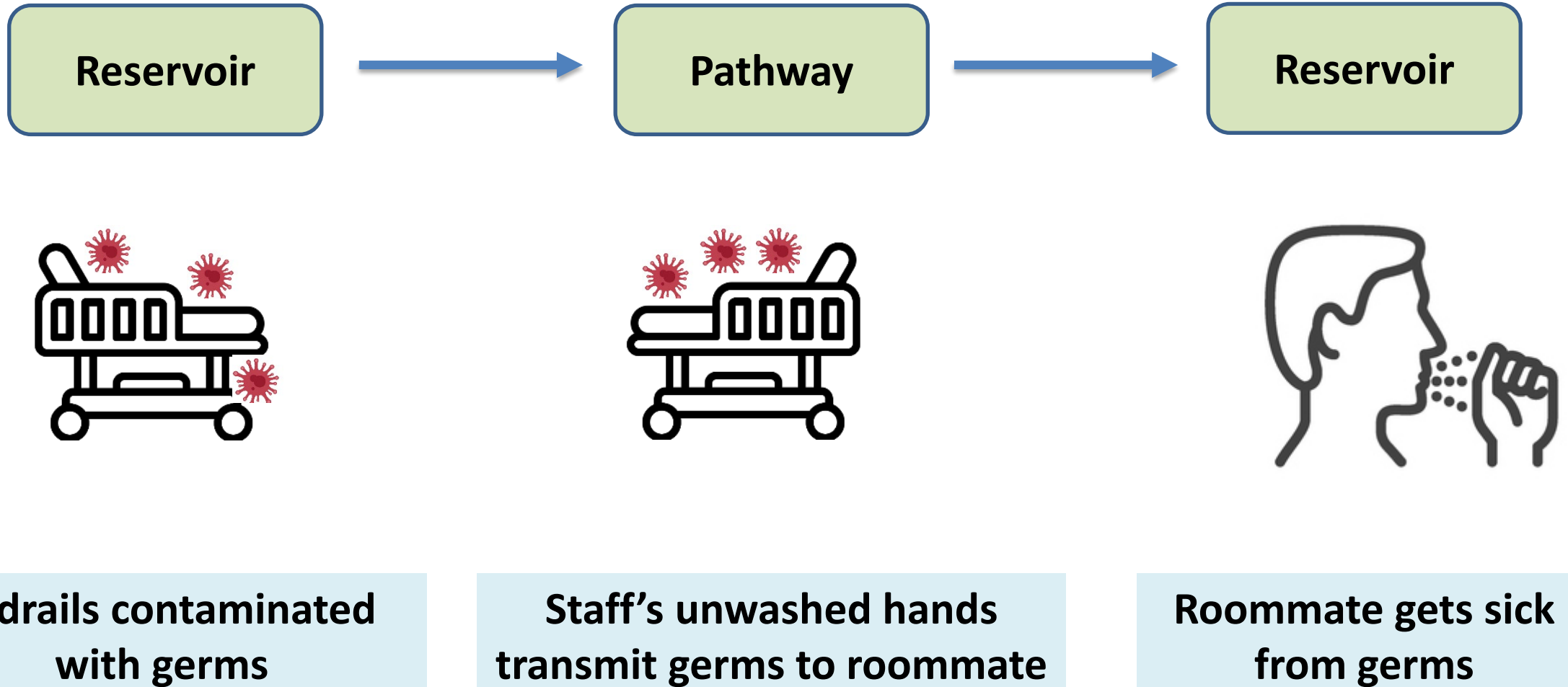
**New Person**



**Can be a resident,  
visitor, or healthcare  
personnel**

- Germs need to get around the person's natural defenses (e.g., skin, immune system)
- Germs need to survive in the environment
- Implement infection prevention and control practices to help keep germs from spreading

## How Germs May Spread: Example



# Every EVS Moment Matters!

## EVS Hand Hygiene Moments

When entering a resident room and before putting on gloves

Between dirty and clean tasks



Upon leaving a resident room and after removing gloves

Before touching clean items on a cart

Between cleaning resident bedspaces

Adapted from WHO's *Your 5 Moments for Hand Hygiene*

[https://cdn.who.int/media/docs/default-source/integrated-health-services-\(ihs\)/infection-prevention-and-control/your-5-moments-for-hand-hygiene-poster.pdf?sfvrsn=83e2fb0e\\_16](https://cdn.who.int/media/docs/default-source/integrated-health-services-(ihs)/infection-prevention-and-control/your-5-moments-for-hand-hygiene-poster.pdf?sfvrsn=83e2fb0e_16)

# Hand Hygiene Scenario - What's Missing?

1. Cleans hands and dons (put on) gloves

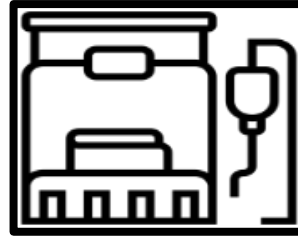


# Hand Hygiene Scenario - What's Missing?

1. Cleans hands and dons (put on) gloves



2. Cleans bedside 1

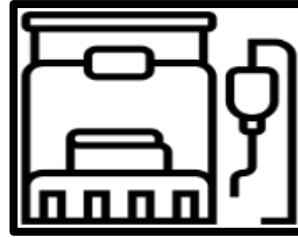


# Hand Hygiene Scenario - What's Missing?

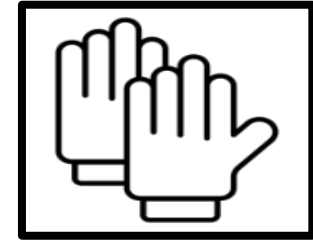
1. Cleans hands and dons (put on) gloves



2. Cleans bedside 1



3. Doffs (take off) and dons second pair of gloves



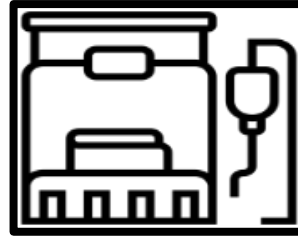


# Hand Hygiene Scenario - What's Missing?

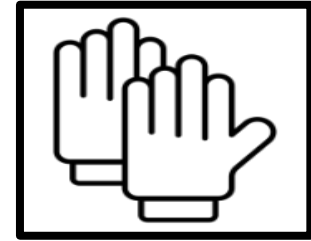
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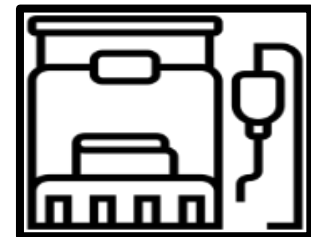
2. Cleans bedside 1



3. Doffs (take off) and dons second pair of gloves



4. Cleans second bedside

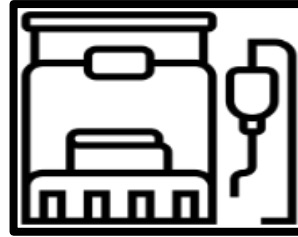


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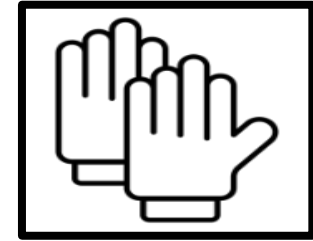
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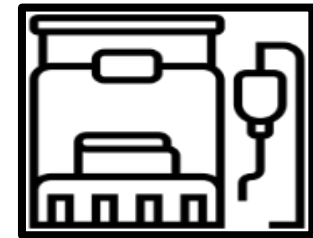
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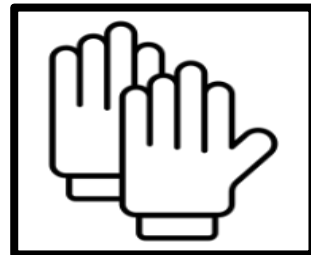
3. Doffs (take off) and dons second pair of gloves



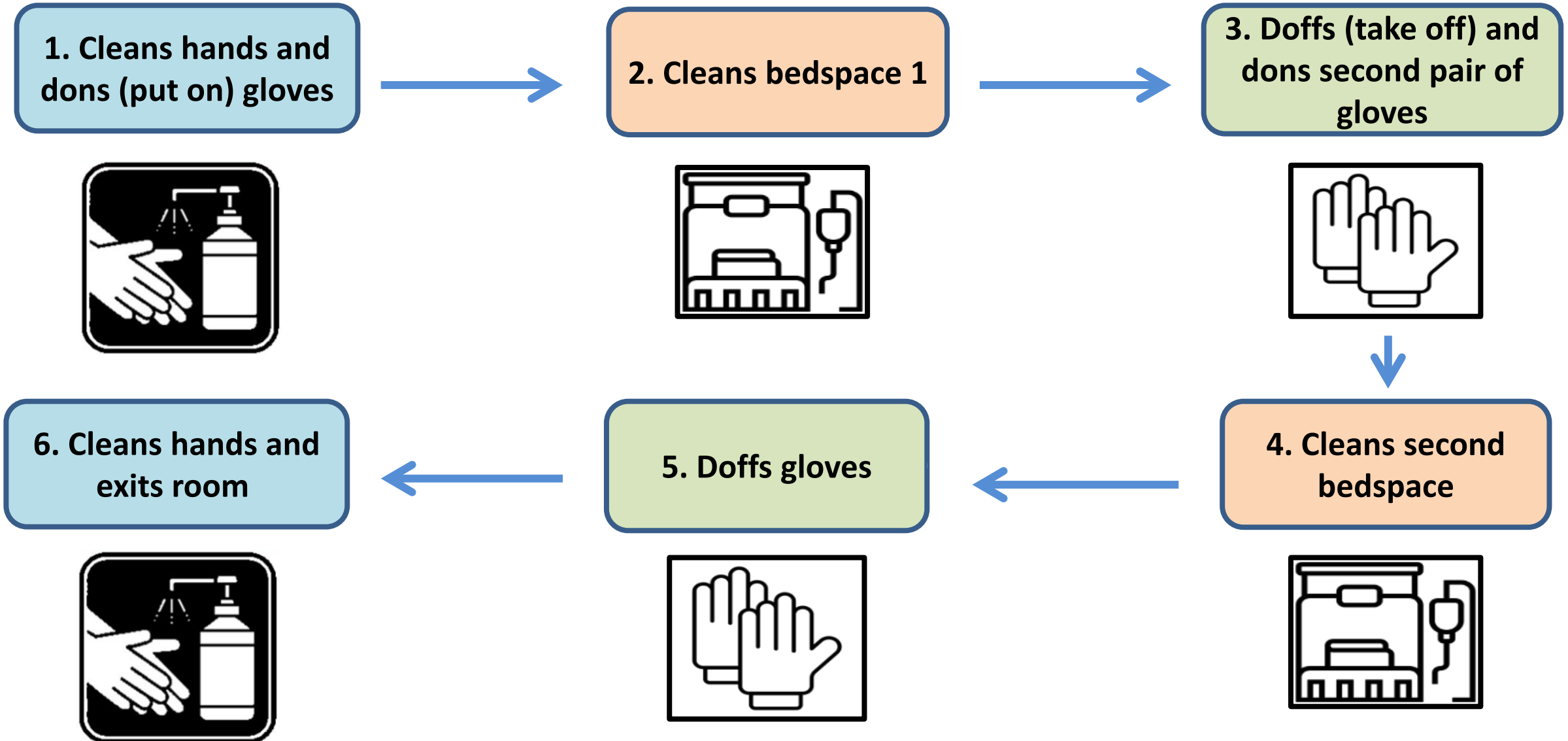
4. Cleans second bedside



5. Doffs gloves



# Hand Hygiene Scenario - What's Missing?

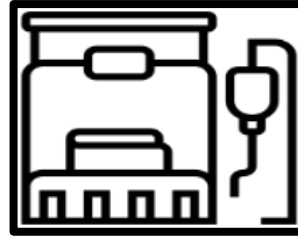


# Hand Hygiene Scenario

1. Cleans hands and dons (put on) gloves



2. Cleans bedside 1



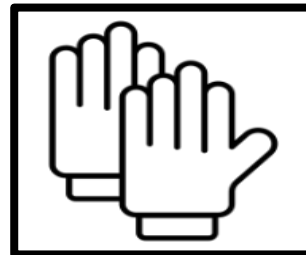
3. Doffs (take off) and dons second pair of gloves



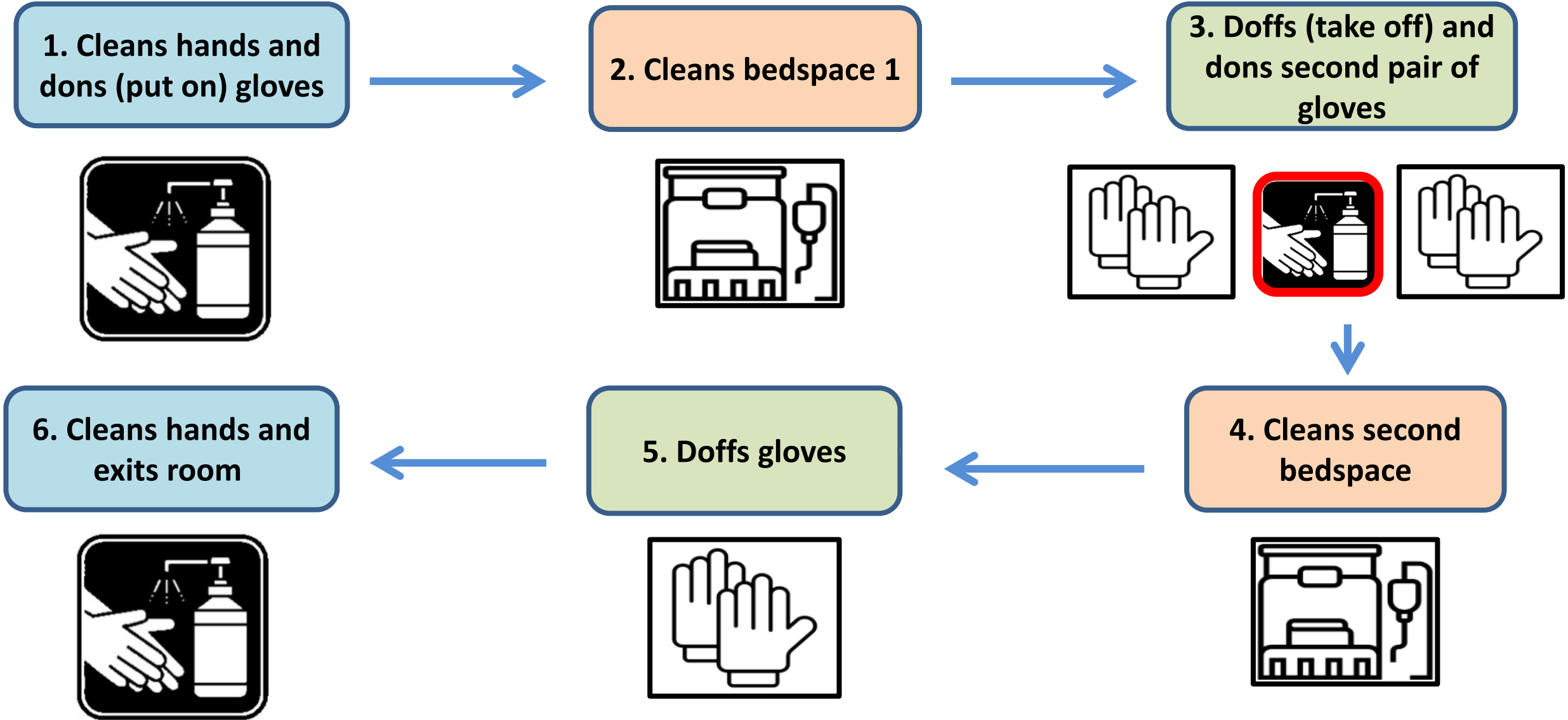
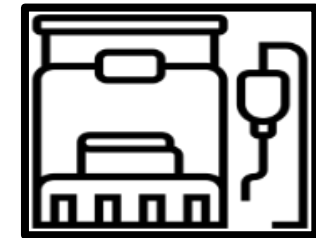
6. Cleans hands and exits room



5. Doffs gloves



4. Cleans second bedside



# ACCESS THE TOOLKIT: FINDING THE ACTIVITY FILE

## Activity Cards

### Module 1: Hand Hygiene

**Instructions for facility educators:** Select one or more activities to engage your EVS staff in additional learning. Activities may be incorporated into regular trainings or used in other formats. You may also use this tool to orient new EVS Managers or Infection Preventionists on your team.

*All activities are meant to be opportunities for collaboration where everyone is able to learn. As the instructor, it is critical to maintain a supportive teaching environment. Use this time to improve processes and offer support to staff so that they will feel comfortable coming to leadership when needed. There are prompts throughout to help you engage staff in discussion. Happy training!*

## Contents

Fluorescent Adventure .....	1
Paint with Germs .....	2
Pen Pals .....	3

### Fluorescent Adventure

**Purpose:** Assess how effectively staff apply alcohol-based hand rub (ABHR) and wash their

## Module 1: Hand Hygiene

This course reviews hand hygiene's role in stopping the spread of germs and provides participants with an understanding of when hand hygiene is needed to maintain a safe environment of care and reduce HAI.

### Curriculum Slides

Use the curriculum slides to provide training to EVS staff. Curriculum slides are available with presenter notes.

*Slides (PDF) (URL)*

*Embedded handwashing video (File Type) (URL)*

### Pre- and Post-Training Questions

As time allows, use the pre- and post-training questions to gauge knowledge before and after the course. Note that this will add an additional 5-10 minutes before and after each module. Alternatively use these questions for an optional post-training discussion.

*Pre- and Post-Training Questions with answer key (PDF) (URL)*

### Instructor Checklist

Use the corresponding instructor checklist to provide hands-on training and reinforce learned concepts in the slide presentation. Select one or more topics to review with your EVS staff based on your staff's training needs. Elements of this guide may be adapted for use in a huddle, in-service, just-in-time training, or formal presentation to accommodate schedules or training needs.

*Instructor Checklist (PDF) (URL)*

### Activity Cards and Worksheets

Select one or more activities to engage your EVS staff in additional learning. Activities may be incorporated into regular trainings or used in other formats.

*Activity Cards and Worksheets (PDF) (URL)*

# Activity Card

## Pen Pals

**Purpose:** Assess hand-to-hand transmission of germs. Staff will discover how easily germs can spread.

\*This activity is best suited for a staff meeting or training with a sign-in sheet.

### Time:

Varies;  
reserve  
5-10 minutes  
at the end of  
your meeting  
to review and  
discuss results

### Materials and equipment list:

- Bioluminescent product (e.g., GloGerm, Germ Tracker)
- UV/black light
- Pens
- Sign-in sheet
- Hand wipes or access to handwash station or sink

### Instructions:

1. Before the session or staff meeting, dip or rub a small amount of bioluminescent product on community-used pens. Do not inform your staff of product placement.
2. Instruct staff to sign the sign-in sheet before the session.
3. At the end of the session, pause and reveal to your staff that 'germs are among us.' Explain that bioluminescent product was placed on the sign-in pens to demonstrate how easily germs can spread.
4. Hold the UV/black light over staff so they can see where the 'germs' went. *Did the germs spread beyond your hands?* Often, staff will see the bioluminescent product on their face, clothing, or belongings.
5. Reiterate how hand hygiene is essential to stopping the spread of germs from person-to-person. Suggested script: *This time, we're lucky it's just bioluminescent product on our hands (notebooks, tables, etc.), but imagine if this were a multidrug-resistant organism. Touching the pen is like touching the IV pole or bedside table in a resident room. You can pick up germs on your hands or gloves and spread them to yourself, other residents, and other surfaces.*



See workshop recording for video demonstration.

## Poll Question #3

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***Would your staff participate in an activity like this?***

- A. Yes
- B. No

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***If you've done an activity like this with your staff, please share your experience in the chat!***



# ACCESS THE TOOLKIT: MODULE 2 SLIDE SET

## Module 2: Understanding Disinfectants

This course reviews the difference between cleaning and disinfection, examines disinfectant types, identifies key components of reading a disinfectant label, and discusses the role of proper disinfectant dilution.

### Curriculum Slides

Use the curriculum slides to provide training to EVS staff. Curriculum slides are available with presenter notes.

[Slides \(PDF\) \(URL\)](#)

### Pre- and Post-Training Questions

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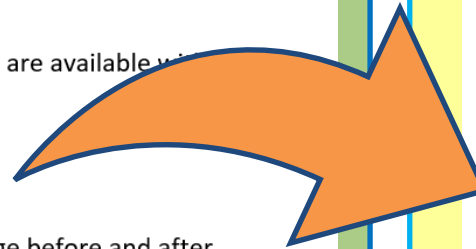
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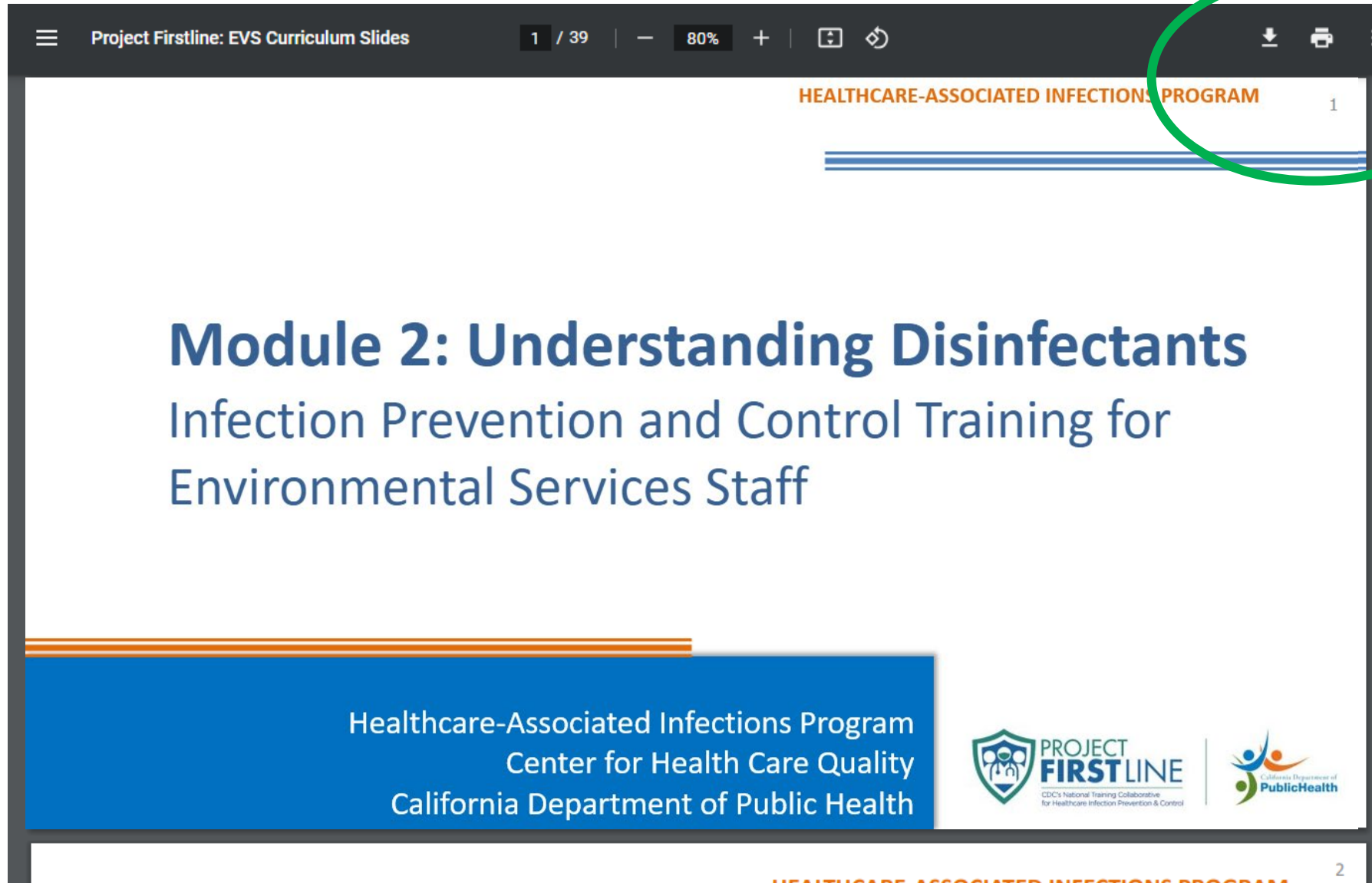
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# ACCESS THE TOOLKIT: DOWNLOAD OR PRINT SLIDE SET



The screenshot shows a presentation viewer interface. At the top, there is a navigation bar with a hamburger menu icon, the text "Project Firstline: EVS Curriculum Slides", a slide indicator "1 / 39", a zoom level "80%", and icons for zoom in, zoom out, and refresh. On the right side of the navigation bar, there are icons for download and print, which are circled in green. The main content area displays the slide title "HEALTHCARE-ASSOCIATED INFECTIONS PROGRAM" at the top right, followed by a slide number "1". The main text on the slide reads: "Module 2: Understanding Disinfectants" in a large blue font, followed by "Infection Prevention and Control Training for Environmental Services Staff" in a smaller blue font. At the bottom of the slide, there is a blue footer bar containing the text "Healthcare-Associated Infections Program", "Center for Health Care Quality", and "California Department of Public Health". To the right of the footer bar are two logos: "PROJECT FIRSTLINE" (CDC's National Training Collaborative for Healthcare Infection Prevention & Control) and the "California Department of Public Health" logo. A slide number "2" is visible at the bottom right corner of the viewer.

Project Firstline: EVS Curriculum Slides 1 / 39 80%

HEALTHCARE-ASSOCIATED INFECTIONS PROGRAM 1

## Module 2: Understanding Disinfectants

Infection Prevention and Control Training for Environmental Services Staff

Healthcare-Associated Infections Program  
Center for Health Care Quality  
California Department of Public Health

PROJECT FIRSTLINE  
CDC's National Training Collaborative  
for Healthcare Infection Prevention & Control

California Department of Public Health

2

# ACCESS THE TOOLKIT: FINDING PRE- AND POST-TRAINING QUESTIONS

## Module 2: Understanding Disinfectants

This course reviews the difference between cleaning and disinfection, examines disinfectant types, identifies key components of reading a disinfectant label, and discusses the role of proper disinfectant dilution.

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*Slides (PDF) (URL)*

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*Pre- and post-training questions with answer key (PDF) (URL)*

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*Instructor Checklist (PDF) (URL)*

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## Pre- and Post-Training Questions

### Module 2: Understanding Disinfectants

**Facilitator notes:** Use the pre- and post-training questions below to gauge knowledge before and after each course. Note that this will add an additional 5-10 minutes before and after each module. You may alternatively use these questions for an optional post-training discussion. Results of these tests can help facilitators determine which infection prevention and control concepts were well-understood during the training session and which need additional time or training. You can let your staff know that these will not be graded to reduce potential test anxiety. We suggest printing a copy of the pre- and post-training tests for each participant. Answers may be collected anonymously if preferred. Participants should have access to the correct answers after the tests are administered; facilitators may decide to review the questions and answers as a group.

### Module 2: Understanding Disinfectants Answer Key

Answers are highlighted in yellow.

1. What is a disinfectant?

# Activity Files include Worksheets

## Module 2: Understanding Disinfectants

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*Activity Cards and Worksheets (PDF) (URL)*

# Pre-Test – What does your staff know before the training?

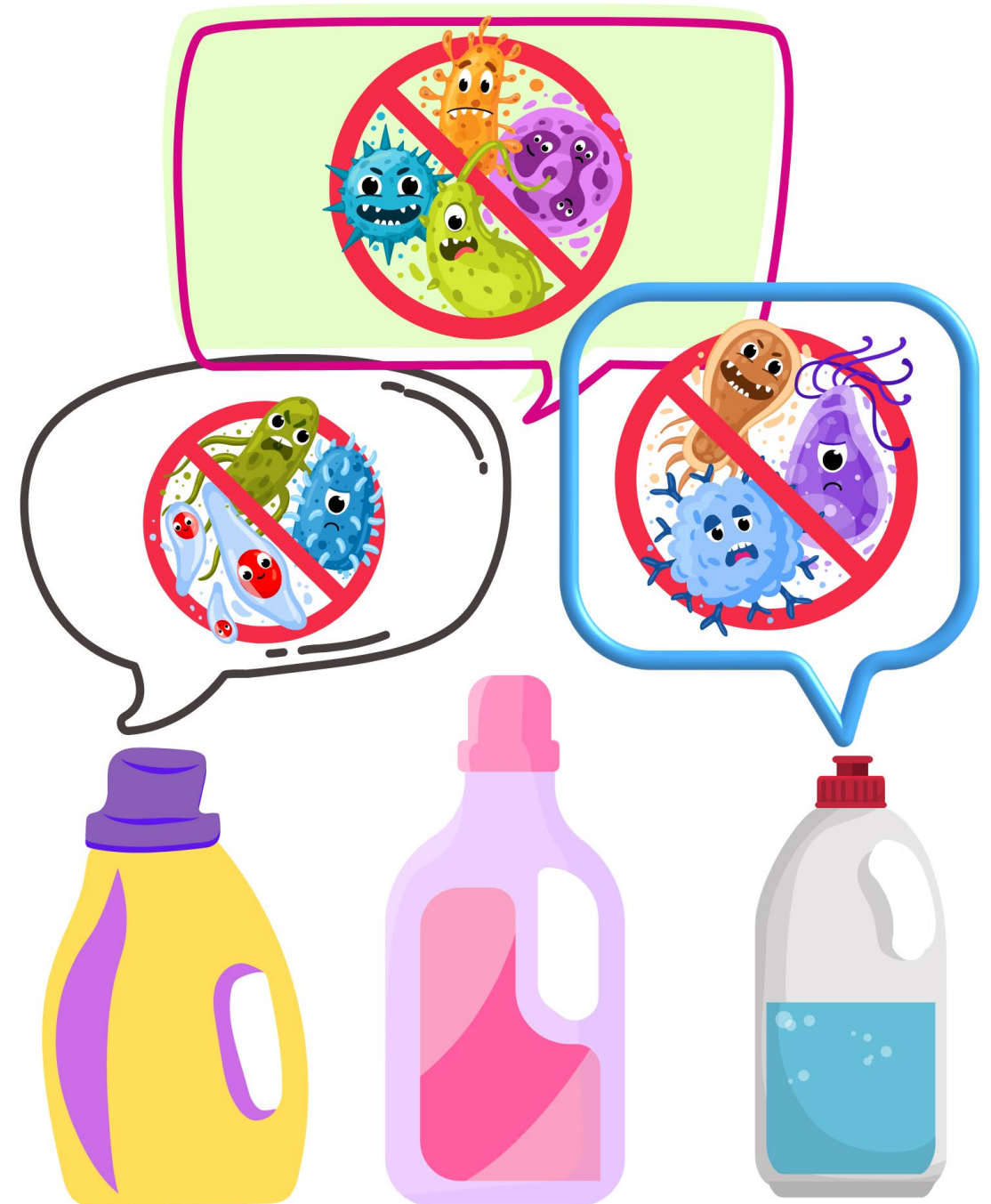
## Module 2 Pre-Training Test: Understanding Disinfectants

Name:

1. What is a disinfectant?
  - a. Chemicals that kill germs, e.g., quats
  - b. Used on objects such as bedrails or chairs
  - c. Sometimes used in combination with detergents
  - d. All of the above
  
2. What information you should look for when reading a disinfectant label?
  - a. Type of germs the disinfectant can kill, e.g., bacteria, virus, and spore
  - b. Contact/wet time
  - c. Expiration date
  - d. All of the above
  
3. Disinfectants should always be used in correct dilution (according to manufacturer's instructions) to kill germs such as bacteria, virus, and spores.
  - a. True
  - b. False
  
4. Which disinfectant kills *C. difficile* and Norovirus spores?
  - a. Bleach
  - b. Detergent
  - c. Quats
  - d. None of the above

# Module 2: Understanding Disinfectants

- Review the difference between cleaning and disinfection
- Examine types of disinfectants
- Demonstrate how to select a disinfectant
- Identify key components of reading a disinfectant label
- Discuss on the importance of proper disinfectant dilution



## Disinfection and Disinfectants

- Chemicals that kill germs (e.g., quats, bleach, hydrogen peroxide)
- Used on **objects** such as bedrails, chairs, or other high-touch surfaces
- A detergent-disinfectant product can be used to both clean and disinfect



## Is the Disinfectant Appropriate for the Task?

Always check if the disinfectant you are using is appropriate for the task. **Ask your EVS manager if unsure.**

- ✓ Environmental Protection Agency (EPA)-registered, and labeled as “hospital-grade disinfectant”
- ✓ Kill claims: Type of germs the disinfectant kills
- ✓ Contact/wet time: Time required for the disinfectant to work
- ✓ Safety: Know the toxicity, personal protective equipment (PPE) requirements, and appropriate use of disinfectant





# Cleaning Versus Disinfection

## Cleaning

- Scrubbing surfaces with water and detergent to physically removing dust, dirt, and body fluids

## Disinfection

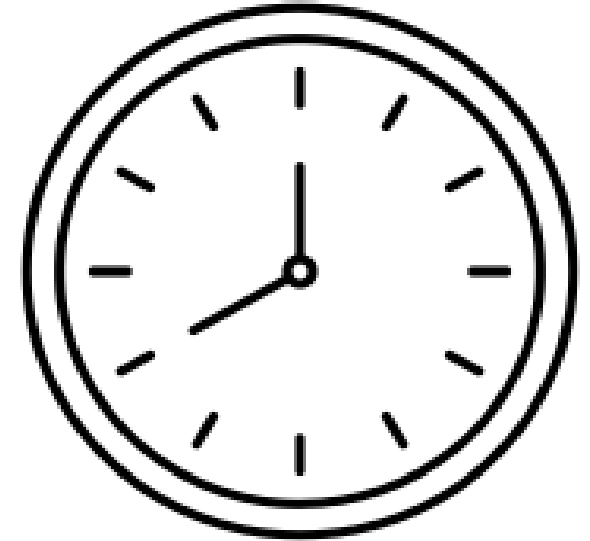
- Killing germs on surfaces with chemicals

***Disinfectants can't work if cleaning doesn't happen first. Always remember to clean before disinfecting.***



## Contact/Wet Time

- Contact/wet time is the **amount of time** required for a disinfectant **to kill germs** on a pre-cleaned surface
- A surface must remain **wet long enough** to achieve surface disinfection
  - You may have to re-apply to achieve the contact/wet time
- Follow **manufacturer's instructions** for the appropriate contact/wet time



# How to Read a Disinfectant Label

## Directions for Use

- Identify (e.g., bacteria, viruses, fungi) the germs it kills
- Follow directions for use (e.g., how to mix product, how to disinfect)
- Use recommended amount for the correct duration (contact/wet time)

## How to Read a Disinfectant Label

**Read the entire label.**  
**The label is the law!**

Note: Below is an **example** of information that can be found on a disinfectant label

**Active Ingredients:** What are the main disinfecting chemicals?

**EPA Registration Number:** U.S. laws require that all disinfectants be registered with EPA.

**Directions for Use (Instructions for Use):** Where should the disinfectant be used? What germs does the disinfectant kill? What types of surfaces can the disinfectant be used on? How do I properly use the disinfectant?

**Contact Time:** How long does the surface have to stay wet with the disinfectant to kill germs?

**Signal Words (Caution, Warning, Danger):** How risky is this disinfectant if it is swallowed, inhaled, or absorbed through the skin?

**Precautionary Statements:** How do I use this disinfectant safely? Do I need PPE?

**First Aid:** What should I do if I get the disinfectant in my eyes or mouth, on my skin, or if I breathe it in?

**Storage & Disposal:** How should the disinfectant be stored? How should I dispose of expired disinfectant? What should I do with the container?

**ACTIVE INGREDIENTS:**  
Alkyl (60% C14, 30% C16, 5% C12, 5% C18)  
Dimethyl Benzyl Ammonium Chloride .....10.0%

**OTHER INGREDIENTS:** ..... 90.0%

**TOTAL:** .....100.0%

EPA REG NO. 55555-55-55555

**CAUTION**

**Directions for Use**

**INSTRUCTIONS FOR USE:**  
It is a violation of Federal law to use this product in a manner inconsistent with its labeling.

**For Disinfection of Healthcare Organisms:**  
*Staphylococcus aureus,*  
*Pseudomonas aeruginosa.*

**To Disinfect Hard, Nonporous Surfaces:**  
Pre-wash surface.  
Wipe or wipe with disinfectant solution.  
Allow solution to stay wet on surface for at least 10 minutes.  
Rinse well and air dry.

**PRECAUTIONARY STATEMENTS:**  
Hazardous to humans and domestic animals. Wear gloves and eye protection.

**CAUSES MODERATE EYE IRRITATION.** Avoid contact with eyes, skin or clothing. Wash thoroughly with soap and water after handling. Avoid contact with foods.

**FIRST AID: IF IN EYES:** Hold eye open and rinse slowly and gently with water for 15-20 minutes. Remove contact lenses, if present, after the first 5 minutes, then continue rinsing eye.  
**FOR SKIN OR CLOTHING:** Take off contaminated clothing. Rinse skin immediately with plenty of water for 15-20 minutes.

**POISON CONTROL:** Call a Poison Control Center (1-800-368-5048) or doctor for treatment advice.

**STORAGE AND DISPOSAL:** Store this product in a cool, dry area away from direct sunlight and heat. When not in use keep center cap of lid closed to prevent moisture loss. Nonrefillable container. Do not reuse or refill this container.

EPA REG NO. 55555-55-55555

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

PROJECT FIRSTLINE

EPA  
United States Environmental Protection Agency

WWW.CDC.GOV/PROJECTFIRSTLINE

[How to Read a Disinfectant Label](https://www.cdc.gov/hai/pdfs/HowToReadALabel-Infographic-508.pdf)

(<https://www.cdc.gov/hai/pdfs/HowToReadALabel-Infographic-508.pdf>)

# Pre- and Post-Training Answer Key

## Module 2: Understanding Disinfectants Answer Key

Answers are highlighted in yellow.

1. What is a disinfectant?
  - a. Chemicals that kill germs, e.g., quats
  - b. Used on objects such as bedrails or chairs
  - c. Sometimes used in combination with detergents
  - d. **All of the above**
  
2. What information you should look for when reading a disinfectant label?
  - a. Type of germs the disinfectant can kill, e.g., bacteria, virus, and spore
  - b. Contact/wet time
  - c. Expiration date
  - d. **All of the above**
  
3. Disinfectants should always be used in correct dilution (according to manufacturer's instructions) to kill germs such as bacteria, virus, and spores.
  - a. **True**
  - b. False
  
4. Which disinfectant kills *C. difficile* and Norovirus spores?
  - a. **Bleach**
  - b. Detergent
  - c. Quats
  - d. None of the above

# Module 2 Activity Card Worksheets

### What's on the Label?

Read the entire label. Identify key elements on a product label.

Note: This is an example of information that can be found on a disinfectant label.

1. ACTIVE INGREDIENTS
2. OTHER INGREDIENTS
3. EPA REG NO.
4. CAUTION
5. Directions for Use
6. PRECAUTIONARY STATEMENTS
7. INSTRUCTIONS FOR USE
8. For Disinfection of Healthcare Organisms
9. To Disinfect Hard, Nonporous Surfaces
10. FIRST AID IF IN EYES
11. IF ON SKIN OR CLOTHING

### Picture This: What to look for in an Environmental Services (EVS) closet

Can you find the six items in the closet that can be improved?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### What Would You Do?: Contact/Wet Time

Read each case scenario and provide the best response.

**Case Scenario 1**

You have a new resident coming in. The nursing staff is putting pressure on EVS staff to clean the room faster and to have it ready soon. The contact/wet time for the product you use is 5 minutes, but nursing staff is asking you to 'speed it up'.

**1. How do you proceed with cleaning and disinfecting? Select all that apply.**

- A. Let it dry quickly
- B. Wait the 5 minutes and allow it to dry
- C. Wipe it off so it dries faster
- D. Ignore the nursing staff
- E. Other (Share your response)

**2. How would you respond to the situation? What could you do if you're being pressured to clean a room faster than you are able to?**

- A. Contact EVS supervisor, let them know what's going on
- B. Inform the nursing staff of the products contact/wet time to make the room/surface safe for the next resident
- C. Ask EVS supervisor for assistance (maybe they can get extra EVS staff to help)
- D. Open lines of communication between nursing staff and EVS to ensure each other's deadlines and limitations
- E. Involve facility's Infection Preventionist and let them know this is an (ongoing) situation
- F. All of the above

# Module 2 Activity Card - Picture This

## Picture This: What to look for in an Environmental Services (EVS) closet

Can you find the six items in the closet that can be improved?



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### Picture This: What to Look for in an EVS Closet

**Purpose:** Ensure staff know what to look for in an EVS closet – both what *should* and *should not* be stored in an EVS closet. Staff will identify the six aspects in the EVS closet that could be improved and provide rationale.

**Preparation time:**

10-20 minutes

**Activity time:**

10-15 minutes

**Preparation and materials:**

- Gather “Picture This: What to Look for in an EVS Closet” worksheet (See page 10 or the corresponding slide). Note: If using the worksheet, there is a corresponding answer key on page 10.
- Distribute copies to participants or use the image found in the slideset to project on a screen.

OR

- Obtain images of EVS closets. You may stage and take a picture of a facility EVS closet with unorganized pieces of equipment.

OR

For more hands-on activity and if timing permits, select and prepare a facility EVS closet to demonstrate both correct and incorrect closet set up. Note this may take an additional 10 minutes to set up.

**Instructions:**

1. Provide staff with the worksheet/image or take them to the EVS closet.
2. Have staff take turns finding aspects of the closet that could be improved.
3. Ask staff:
  - *What’s wrong with or missing from this closet?*
  - *Why is this wrong?*
  - *How would you correct this?*
4. If staff answer correctly or incorrectly, engage in discussion around rationale and refer to training module as needed.

## Chat Question

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*What do you often see in the EVS closet that shouldn't be there?*

*How do you correct for incorrect practices?*

Put your answers in the chat!

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# ACCESS THE TOOLKIT: FINDING A SLIDE SET

## Module 3: Setting Up an EVS Cart

This course discusses how to organize and set up a cleaning cart, reviews high-touch surfaces, and demonstrates how to clean and disinfect equipment after use.

### Curriculum Slides

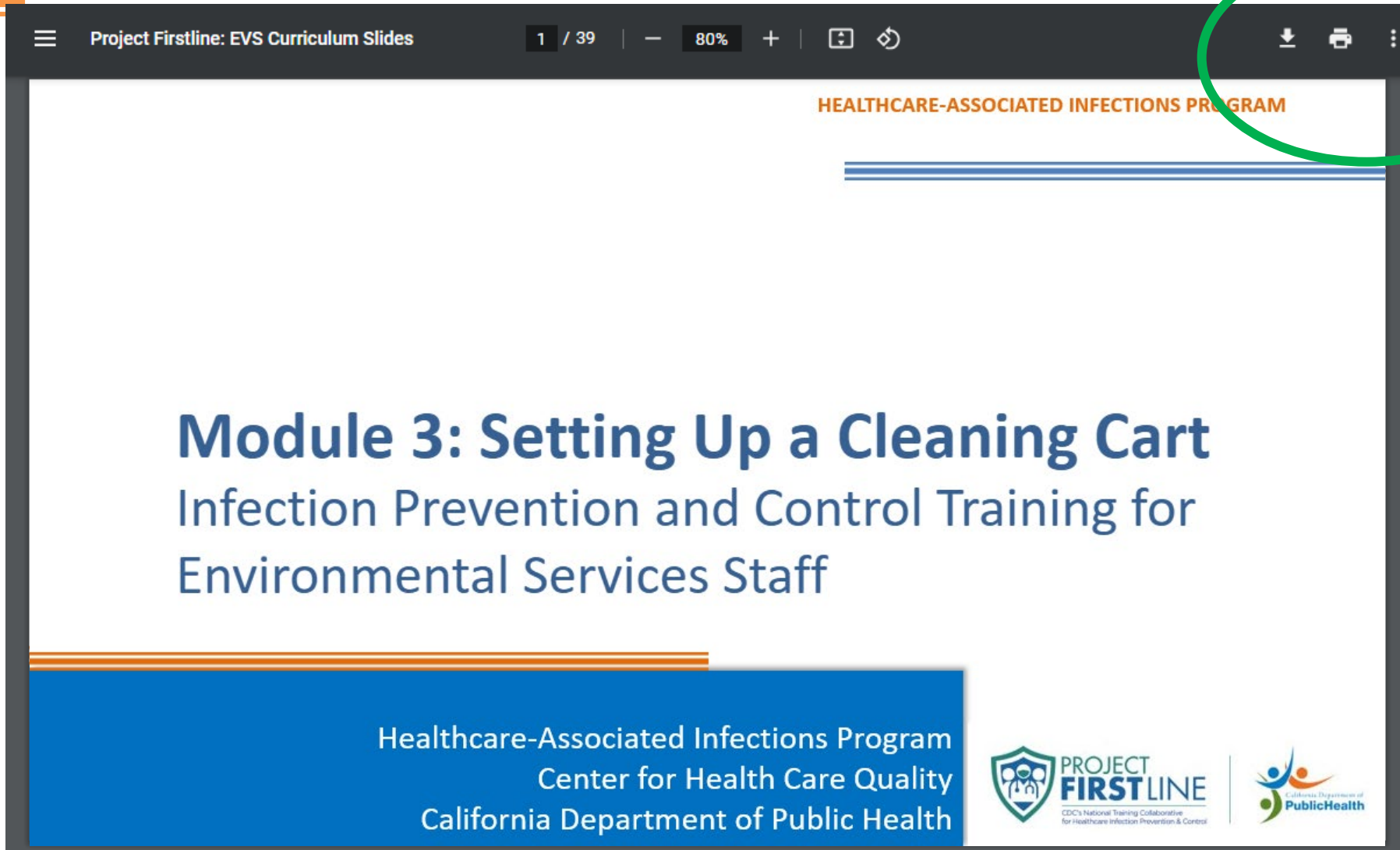
Use the curriculum slides to provide training to EVS staff. Curriculum slides are available with presenter notes.

[Slides \(PDF\) \(URL\)](#)





# ACCESS THE TOOLKIT: FINDING A SLIDE SET




Project Firstline: EVS Curriculum Slides 1 / 39 80%


HEALTHCARE-ASSOCIATED INFECTIONS PROGRAM

## Module 3: Setting Up a Cleaning Cart

Infection Prevention and Control Training for  
Environmental Services Staff

Healthcare-Associated Infections Program  
Center for Health Care Quality  
California Department of Public Health

 PROJECT FIRSTLINE  
CDC's National Training Collaborative  
for Healthcare Infection Prevention & Control

 California Department of  
PublicHealth

# ACCESS THE TOOLKIT: FINDING THE ACTIVITY FILE

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[Slides \(PDF\)](#) ([URL](#))

### Pre- and Post-Training Questions

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[Pre- and post-training questions with answer key \(PDF\)](#) ([URL](#))

### Instructor Checklist

Use the corresponding instructor checklist to provide hands-on training and reinforce learned concepts in the slide presentation. Select one or more topics to review with your EVS staff based on your staff's training needs. Elements of this guide may be adapted for use in a huddle, in-service, just-in-time training, or formal presentation to accommodate schedules or training needs.

[Instructor Checklist \(PDF\)](#) ([URL](#))

### Activity Cards and Worksheets

Select one or more activities to engage your EVS staff in additional learning. Activities may be incorporated into regular trainings or used in other formats.

[Activity Cards and Worksheets \(PDF\)](#) ([URL](#))

## Activity Cards

### Module 3: Setting Up an EVS Cart

**Instructions for facility educators:** Select one or more activities to engage your EVS staff in additional learning. Activities may be incorporated into regular trainings or used in other formats. You may also use this tool to orient new EVS Managers or Infection Preventionists on your team.

*All activities are meant to be opportunities for collaboration where everyone is able to learn. As the instructor, it is critical to maintain a supportive teaching environment. Use this time to improve processes and offer support to staff so that they will feel comfortable coming to leadership when needed. There are prompts throughout to help you engage staff in discussion. Happy training!*

### Contents

Spot it! Identify Incorrect EVS Cart Practices .....	1
Pin it!: Place the Supplies on the EVS Cart .....	2

### Spot it! Identify Incorrect Environmental Services (EVS) Cart Practices

**Purpose:** Ensure staff understand correct and incorrect EVS cart practices. Staff will identify five EVS cart practices that could be improved and provide rationale.

**Preparation time:**  
10-20 minutes

#### Preparation and materials:

- Gather copies of "Spot it! Identify Incorrect EVS Cart Practices" worksheet (See page 3 below or the corresponding slide). Note: If using the worksheet, there is a corresponding answer key on page 4.

## Module 3: Setting Up a Cart

- List high-touch surfaces at your facility
- Identify the cleaning supplies and equipment used at your facility
- Discuss how to set up a cleaning cart
- Demonstrate how to clean and disinfect equipment after use



# Consider Safety, Efficiency, and Convenience When Setting Up Your Cart

- Be familiar with products and tools used
- Identify supply needs
- Save time; be efficient
- Support safety through appropriate use of products

Note: Clean your hands and put on clean gloves before touch clean items on your cart.



## Gathering Supplies and Cart Setup: Top of Cart

- Alcohol-based hand rub (ABHR) and soap refills
- Required PPE
- Resident room supplies

When setting up your cart, consider: **safety, convenience, and efficiency.**



## Gathering Supplies and Cart Setup: Front Deck



- Mops with removeable mopheads/floor mops
- Broom/dry mop
- Duster
- Buckets
- Wet floor caution signs
- Soiled linen bag
- Trash bag

## Gathering Supplies and Cart Setup: Inside Cart

- Microfiber cleaning cloths
- Cleaning solutions and disinfectants
- Solution containers
- Bags or bins for soiled materials

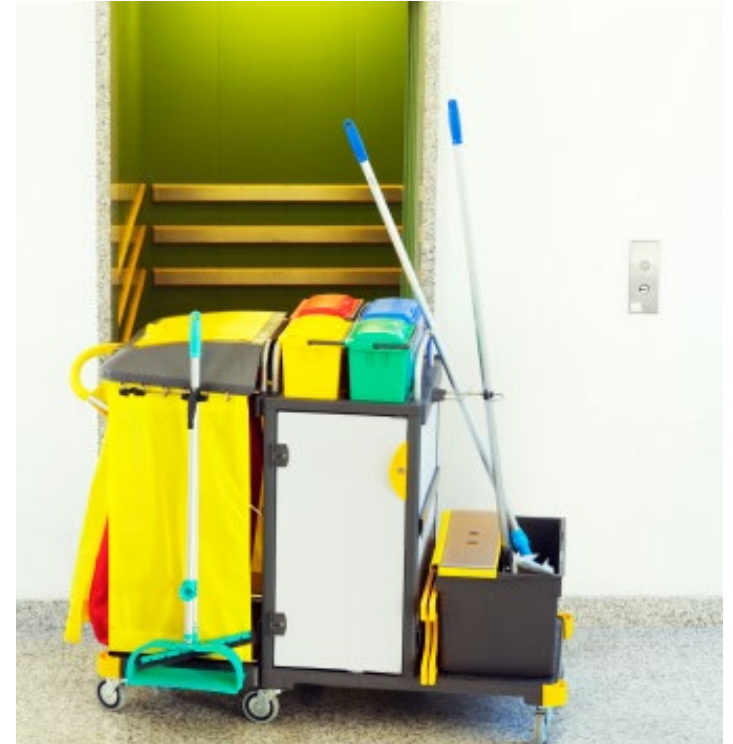
### Note:

- Do not store bleach next to ammonium product (safety concern!)
- Do not use spray bottles for cleaning
- Do not keep items on cart you won't use or need
- No food or drinks on cart!
- Lock your cart or store in a secure place



# Daily Cleaning of Reusable Equipment and Cart Storage

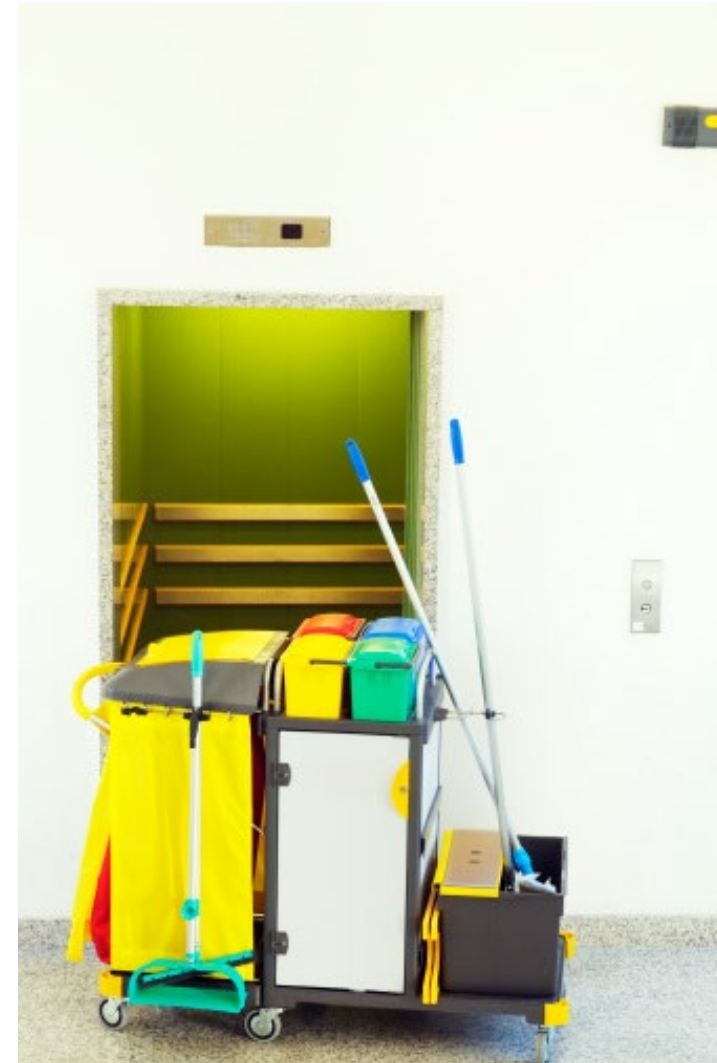
- Clean and disinfect reusable cleaning equipment after each use
  - Reduces bioburden
  - To avoid germ transmission
  - Should be done in a designated area
- EVS manager should have access to assess EVS cart before use





## Cleaning of Reusable Equipment and Cart Storage at the End of the Shift

- Remove dirty mop heads and soiled microfiber cleaning cloths for laundry
- Ensure cleaning follows manufacturer's instructions
- Follow your facility's policy for cleaning EVS cart and closet



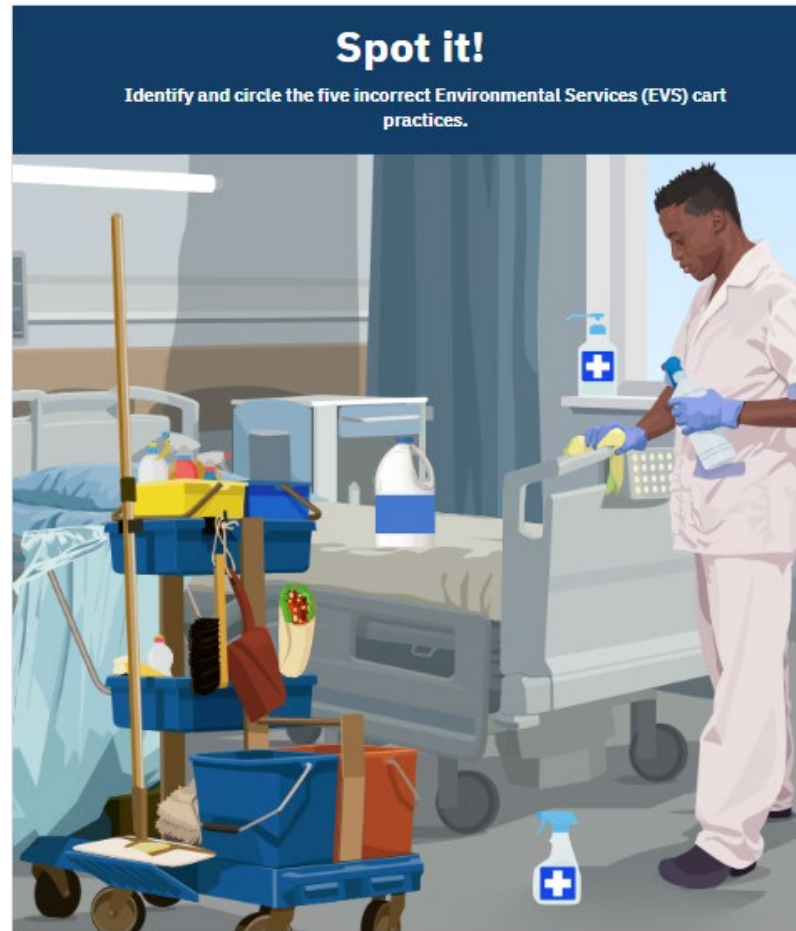
## Best Practices for Cleaning Carts

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- ✓ Stock enough resident room supplies
  - ✓ Have access to ABHR
  - ✓ Stock enough microfiber cleaning cloths so they can be changed when soiled
  - ✓ Use buckets or bins for disinfectant solution
  - ✓ Use microfiber mops
  - ✓ Separate clean and soiled items
  - ✓ Clean and disinfect reusable equipment
  - ✓ Clean high-touch surfaces at least once per shift
  - ✓ Keep a reference list of high-touch surfaces on your cart
  - ✓ Know the required contact/wet times for all disinfectants used
  - ✓ Have a lockable compartment
  - ✓ Store in a designated EVS area
- 
-

# Module 3 Activity Card Worksheets



## Pin it!

Pin the equipment in the Environmental Services (EVS) cart.  
Draw arrows connecting the equipment to the correct area it should be placed in the cart.  
Place an "X" on the image if it does not belong!



Microfiber Cloths



Disinfection Wipes



Alcohol-Based Hand Rub (ABHR)



Spray Bottle



Drink



Bleach



Mops & Wet Floor Sign

# Module 3 Activity Card – Spot it!

## Spot it! Identify Incorrect Environmental Services (EVS) Cart Practices

**Purpose:** Ensure staff understand correct and incorrect EVS cart practices. Staff will identify five EVS cart practices that could be improved and provide rationale.

**Preparation time:**  
10-20 minutes

**Activity time:**  
10-15 minutes

### Preparation and materials:

- Gather copies of “Spot it! Identify Incorrect EVS Cart Practices” worksheet (See page 3 below or the corresponding slide). Note: If using the worksheet, there is a corresponding answer key on page 4.
  - Pens/pencils
- OR
- For more hands-on activity and if timing permits, select and prepare a facility EVS cart and stage incorrect EVS cart practices.

### Instructions:

1. Provide staff with the “Spot it! Identify Incorrect EVS Cart Practices” worksheet.
2. You may decide to divide your group into partners or smaller teams for this activity.
3. Ask staff to identify and circle five incorrect practices.
4. Review each incorrect practice as a group. Staff can discuss each practice in smaller teams for 1-2 minutes.
5. Come back to the larger group and have one or more groups share their responses. In a larger group, you may ask for volunteers to provide the rationale for each practice identified.
6. For each incorrect practice, review correct answers with the group and provide any additional comment or discussion.

For hands-on activity:





See workshop recording for video demonstration.

# ACCESS THE TOOLKIT: FINDING THE INSTRUCTOR CHECKLIST

## Module 3: Setting Up an EVS Cart

This course discusses how to organize and set up a cleaning cart, reviews high-touch surfaces, and demonstrates how to clean and disinfect equipment after use.

### Curriculum Slides

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[Slides \(PDF\)](#) ([URL](#))

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### Module 3: Setting Up an EVS Cart

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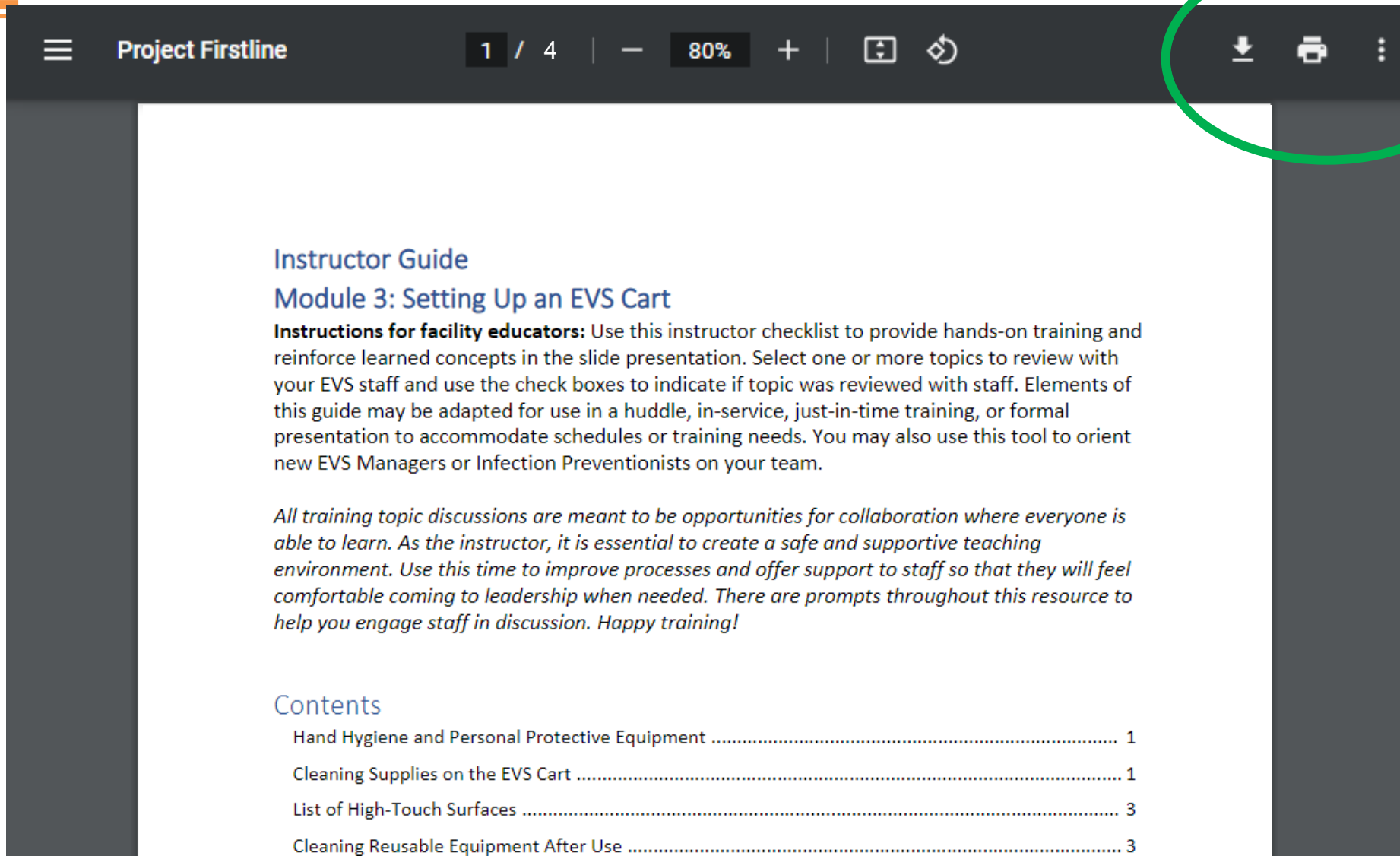
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Cleaning Reusable Equipment at the End of the Shift .....	4
Cart Storage .....	4

### Hand Hygiene and Personal Protective Equipment

Demonstration Prompts	Rationale
Walk through the facility with your staff when applicable	

# ACCESS THE TOOLKIT: FINDING THE INSTRUCTOR CHECKLIST



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## Instructor Guide

### Module 3: Setting Up an EVS Cart

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# Instructor Checklist

## Instructor Guide

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Cleaning Reusable Equipment at the End of the Shift .....	4
Cart Storage .....	4



# Instructor Checklists Continued

Cart Storage	
<b>Demonstration Prompts</b> Walk through the facility with your staff when applicable	<b>Rationale</b>
<input type="checkbox"/> Ensure clean cart is stored in the designated EVS storage area after use. <input type="checkbox"/> Ask staff: <i>How and where do you store your cart after use?</i>	<ul style="list-style-type: none"><li>• Follow your facility's policy for cleaning the EVS cart after use.</li><li>• Storing your cart in a locked area or designated EVS storage area after use limits access to cart and supplies.</li></ul>

## Poll Question #4

*When is a good time to keep food or beverages on the EVS cart? Select all that apply.*

- A. On Halloween
- B. For your coworker's birthday
- C. When a resident's family member brings you a coffee
- D. When it's really hot outside
- E. Your cart should never store any personal items like food or beverage.

## Poll Question #4

*When is a good time to keep food or beverages on the EVS cart? Select all that apply.*

- A. On Halloween
- B. For your coworker's birthday
- C. When a resident's family member brings you a coffee
- D. When it's really hot outside
- E. Your cart should never store any personal items like food or beverage.**

# ACCESS THE TOOLKIT: MODULE 4 SLIDE SET

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## Module 4: Cleaning and Disinfecting a Resident Room

This course reviews daily and terminal cleaning and disinfection processes for single- and multiple-bed resident rooms.

### Curriculum Slides

Use the curriculum slides to provide training to EVS staff. Curriculum slides are available with presenter notes.

[Slides \(PDF\) \(URL\)](#)



## ACCESS THE TOOLKIT: MODULE 4 ACTIVITY CARDS AND WORKSHEETS

### Module 4: Cleaning and Disinfecting a Resident Room

This course reviews daily and terminal cleaning and disinfection processes for single- and multiple-bed resident rooms.

#### Curriculum Slides

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*Slides (PDF) (URL)*

#### Pre- and Post-Training Questions

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*Pre- and post-training questions with answer key (PDF) (URL)*

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*Instructor Checklist (PDF) (URL)*

#### Activity Cards and Worksheets

Select one or more activities to engage your EVS staff in additional learning. Activities may be incorporated into regular trainings or used in other formats.

[Activity Cards and Worksheets \(PDF\) \(URL\)](#)



# Module 4: Cleaning and Disinfection Process

- Describe the role of cleaning
- Describe the purpose of disinfection
- Discuss daily and terminal cleaning processes
- Use an environmental cleaning checklist



# Where Can You Find the Highest Concentration of Germs in a Resident Room?



# Standard Cleaning Process

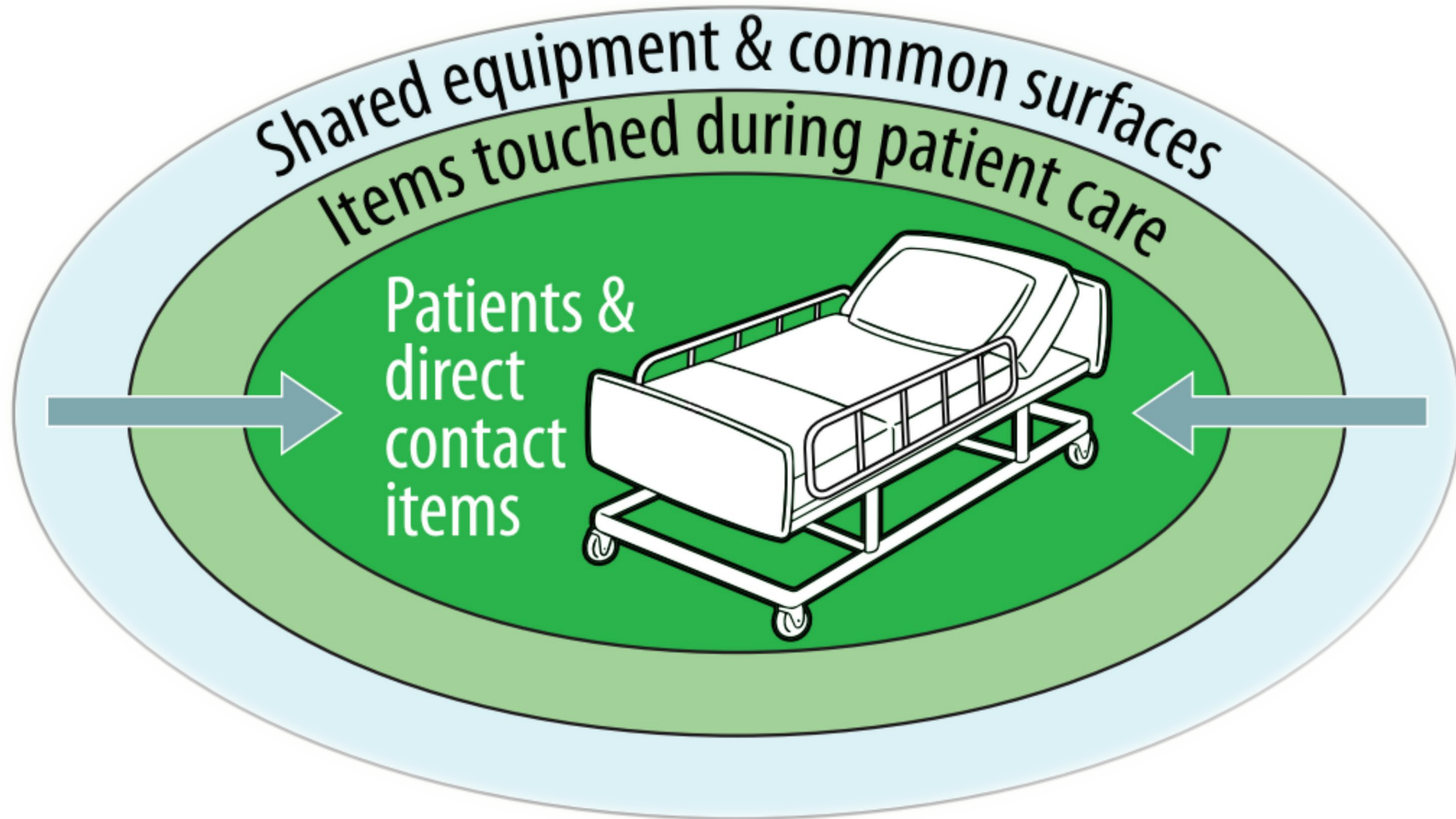
Examples:

- Begin with common surfaces before moving to the resident area
- Restrooms should be cleaned last
- Clean bed rails before bed legs

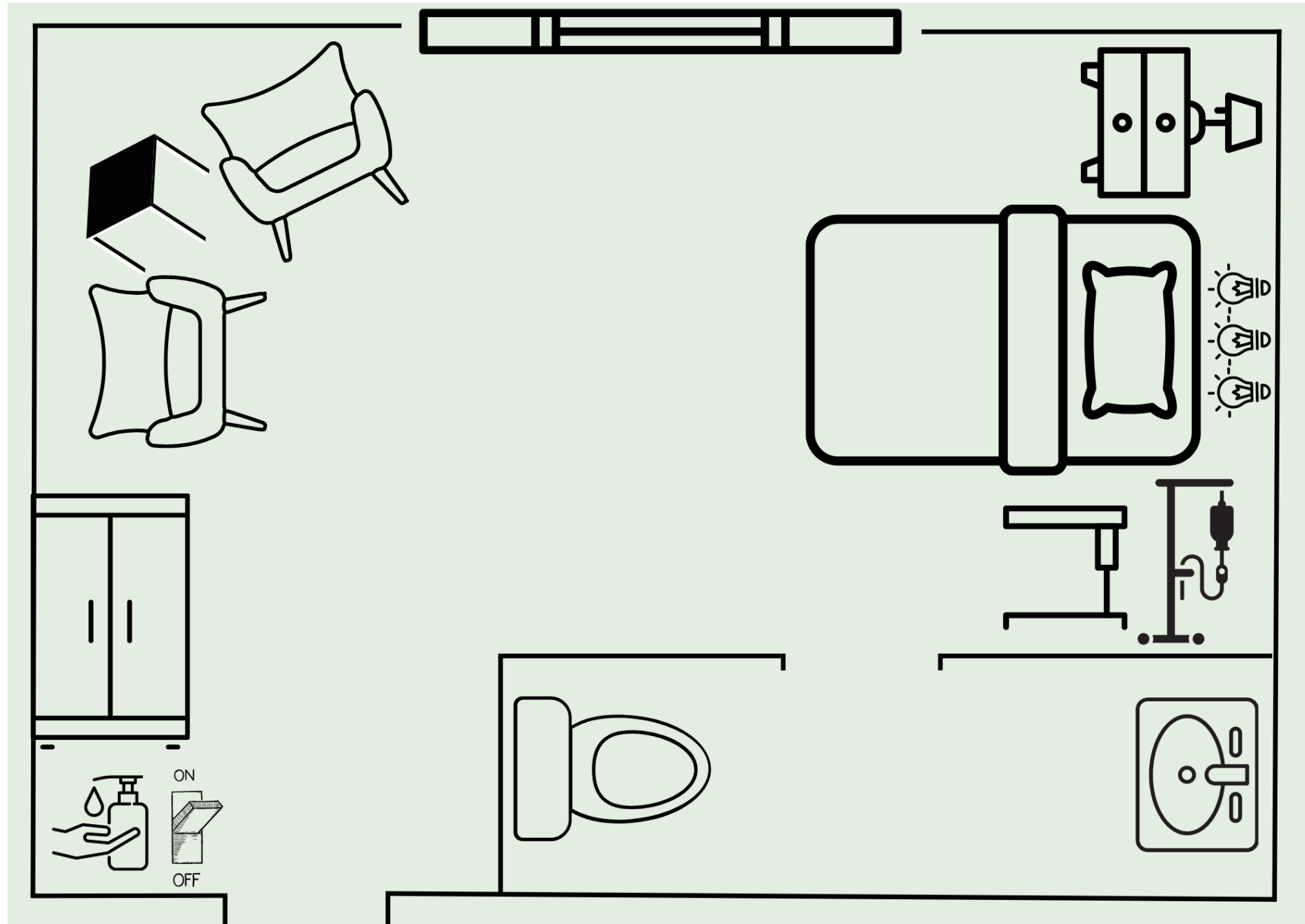


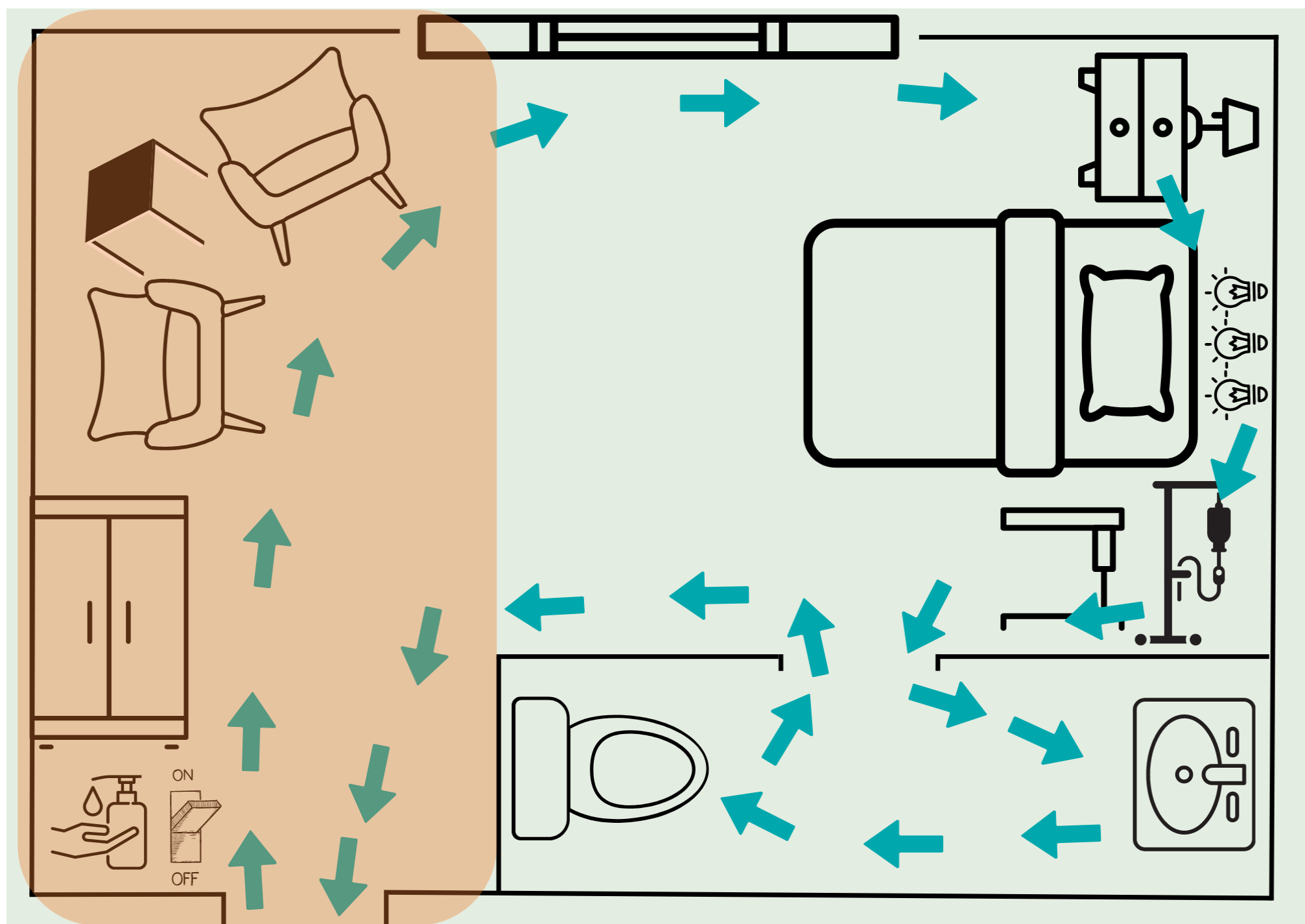


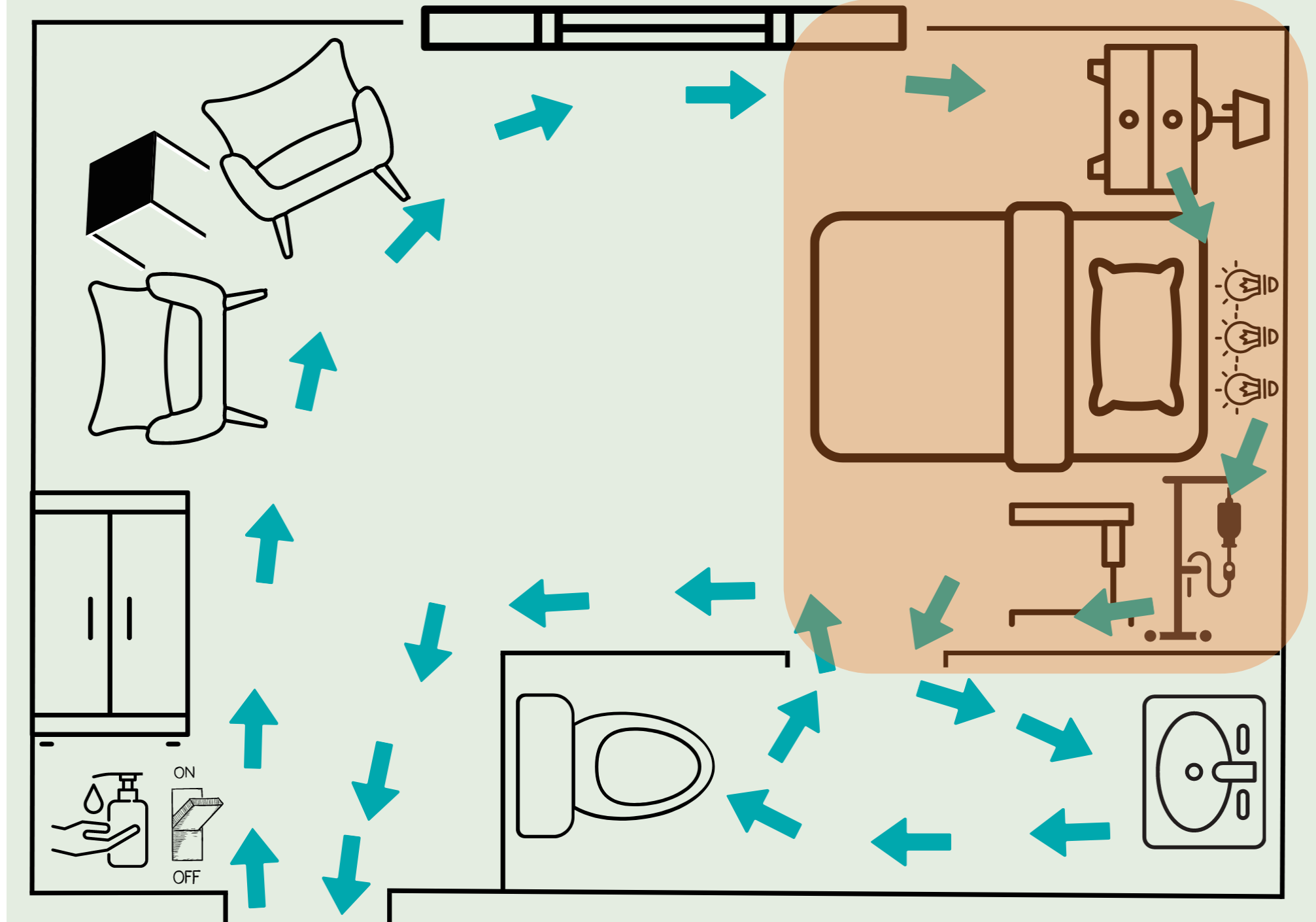
# Standard Cleaning Process in a Resident Room

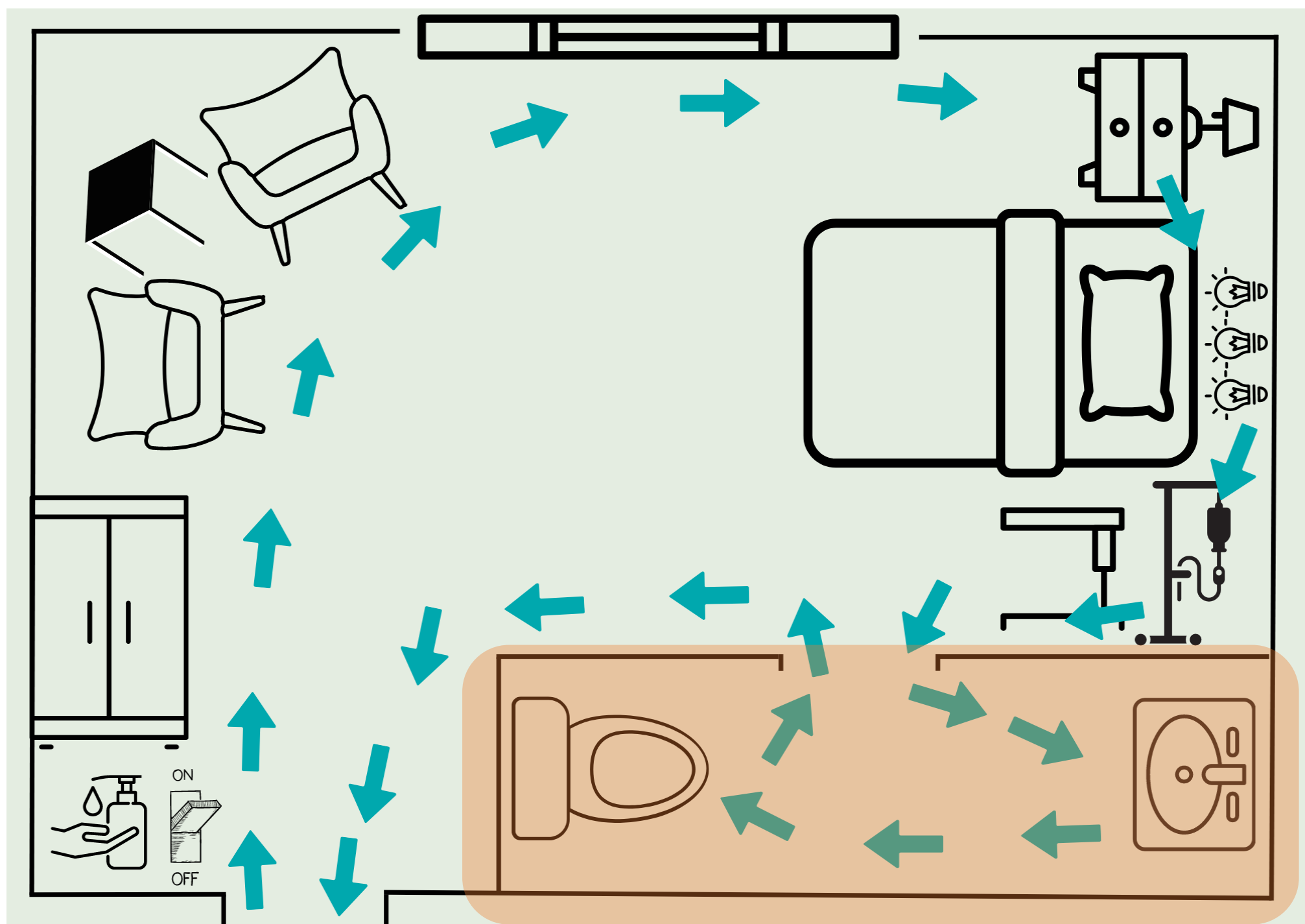


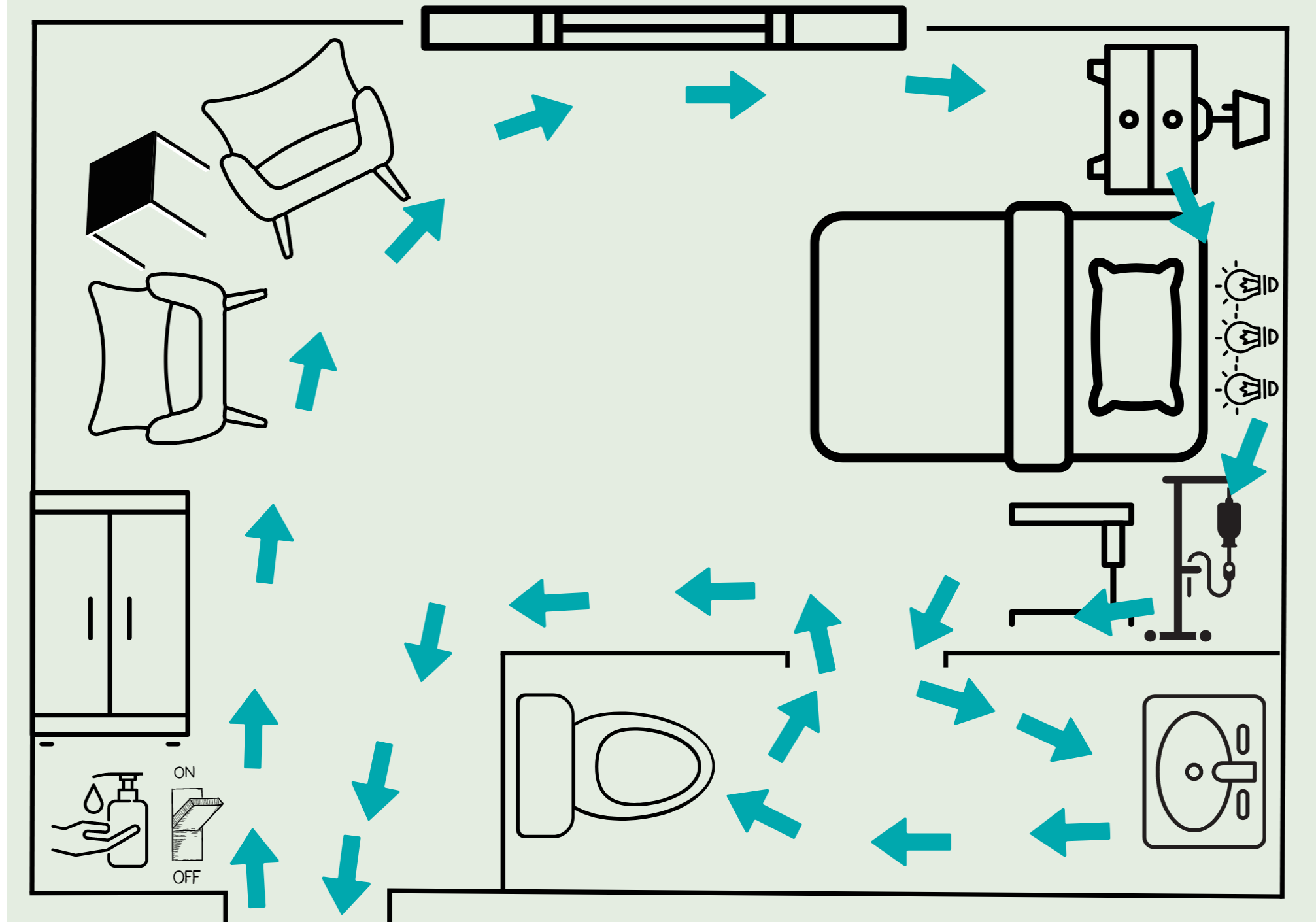
# Cleaning a Single-Bed Room



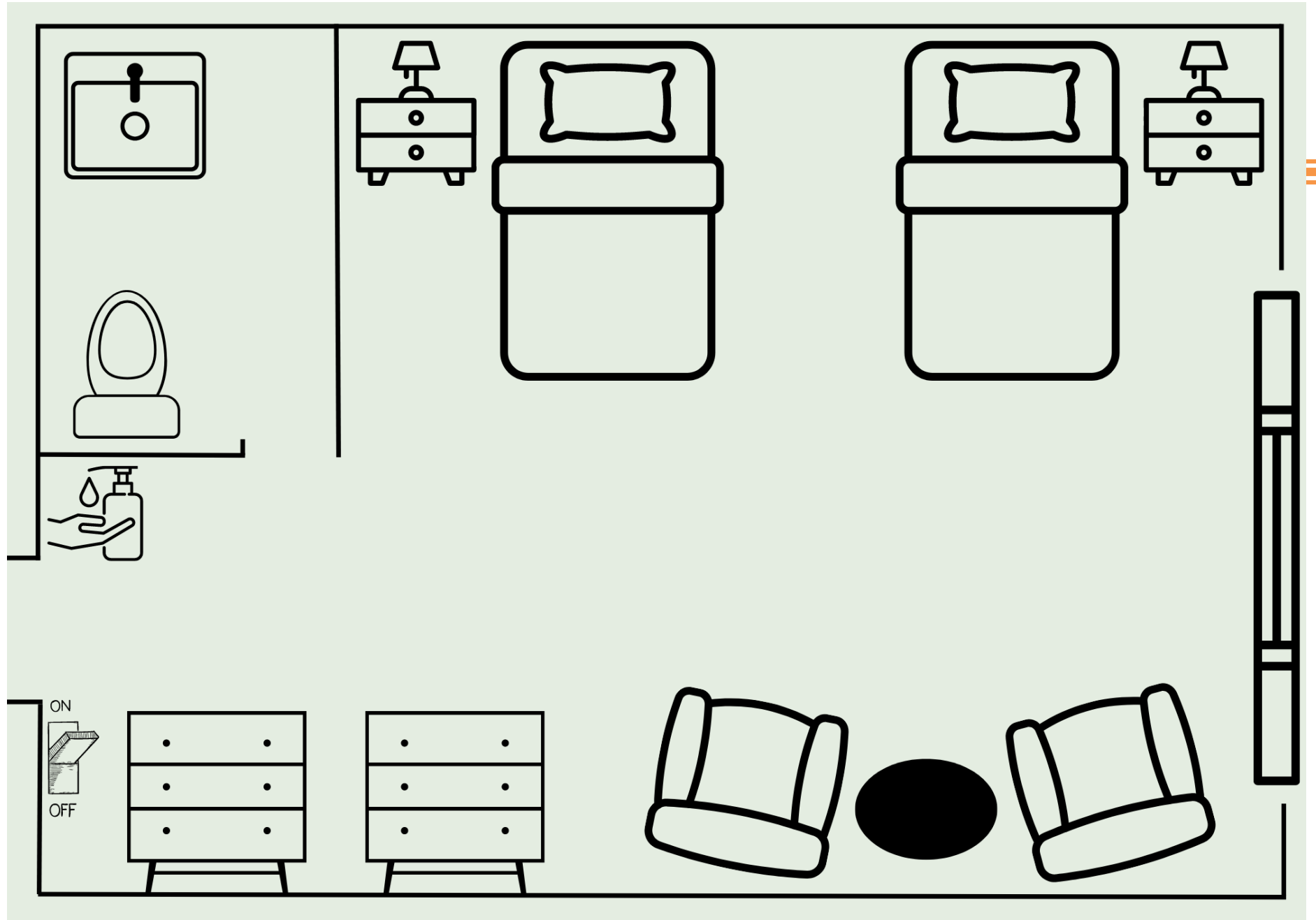








# Cleaning a Two-Bed Room



# Use an Environmental Cleaning Checklist to Ensure all Surfaces are Cleaned

## CDC Environmental Checklist for Monitoring Terminal Cleaning<sup>1</sup>

Date:	
Unit:	
Room Number:	
Initials of ES staff (optional): <sup>2</sup>	

Evaluate the following priority sites for each patient room:

High-touch Room Surfaces <sup>3</sup>	Cleaned	Not Cleaned	Not Present in Room
Bed rails / controls			
Tray table			
IV pole (grab area)			
Call box / button			
Telephone			
Bedside table handle			
Chair			
Room sink			
Room light switch			
Room inner door knob			
Bathroom inner door knob / plate			
Bathroom light switch			
Bathroom handrails by toilet			
Bathroom sink			
Toilet seat			
Toilet flush handle			
Toilet bedpan cleaner			

Evaluate the following additional sites if these equipment are present in the room:

High-touch Room Surfaces <sup>3</sup>	Cleaned	Not Cleaned	Not Present in Room
IV pump control			
Multi-module monitor controls			
Multi-module monitor touch screen			
Multi-module monitor cables			
Ventilator control panel			

Mark the monitoring method used:

- Direct observation       Fluorescent gel  
 Swab cultures               ATP system               Agar slide cultures

<sup>1</sup>Selection of detergents and disinfectants should be according to institutional policies and procedures

<sup>2</sup>Hospitals may choose to include identifiers of individual environmental services staff for feedback purposes.

<sup>3</sup>Sites most frequently contaminated and touched by patients and/or healthcare workers





# Module 4 Activities

## What Would You Do?: Understanding proper infection prevention and control practices

Mark if you would or would not perform each of the cleaning and disinfecting practices prompts. Explain why you would or would not perform each practice.



#	Question	Yes/No	Response
1	Would you work around the room in the same direction every time while cleaning?		
2	Would you clean from clean areas to dirty?		
3	Would you clean from high surfaces to low and top to bottom?		
4	Would you change the curtains in a resident's room daily?		

## Proper Cleaning and Disinfection Order

Place the cleaning and disinfection steps in order.

## High-Touch Surfaces: Identifying Who Cleans What

Circle the high-touch surfaces in your facility. Who cleans each surface?



- ABHR dispenser \_\_\_\_\_
- Bathroom \_\_\_\_\_
- Bedrail \_\_\_\_\_
- Call button \_\_\_\_\_
- Charting area \_\_\_\_\_
- Feeding pump \_\_\_\_\_
- Floor \_\_\_\_\_
- Glucometer \_\_\_\_\_
- IV pole \_\_\_\_\_
- IV pump \_\_\_\_\_
- Light switch \_\_\_\_\_
- Medication cart \_\_\_\_\_
- Oxygen tank \_\_\_\_\_
- Patient bed scale \_\_\_\_\_
- Patient lift \_\_\_\_\_
- Patient linen \_\_\_\_\_
- Pill crusher \_\_\_\_\_
- PPE container \_\_\_\_\_

- Privacy curtains \_\_\_\_\_
- Room door handle \_\_\_\_\_
- Room/toilet sink \_\_\_\_\_
- Side table \_\_\_\_\_
- Tray table \_\_\_\_\_
- TV remote \_\_\_\_\_
- Ventilator \_\_\_\_\_
- Vitals machine \_\_\_\_\_
- Wound care cart \_\_\_\_\_

List other high-touch surfaces and responsible staff:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# What Would You Do?

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Healthcare-Associated Infections Program  
Center for Health Care Quality  
California Department of Public Health

# Instructions

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- Read the cleaning and disinfecting example statement
  - Think about if you would or would not do the practice based on the training
  - Raise your hand as quickly as possible to answer the question and race others
  - Provide answer and rationale
- 
-

## Question 1:

**Would you work around the room in the same direction every time while cleaning?**



## Answer

**Yes!**

It's best to work around the room in the same direction every time. Establish a pattern and follow a standard cleaning process to ensure consistency in cleaning and to prevent cross-contamination.



## Question 2:

**Would you clean from clean areas to dirty?**



## Answer

**Yes!**

We should always move from clean areas to dirty areas. For example, begin with common surfaces before moving to the resident area, and restrooms should always be cleaned last.



## Question 3:

**Would you clean from high surfaces to low  
and top to bottom?**





## Answer

**Yes!**

Clean from high to low surfaces, top to bottom- for example clean bed rails before bed legs, or high-touch surfaces before floors.





# ADDRESSING IPC TRAINING BARRIERS



## Call-back: Barriers to Providing IPC Training to EVS Staff

- Not sure where to start
- Lack of leadership support
- Not sure what training materials to use
- Time constraints or staff availability
- Other, specify/share in the chat

## Not Sure Where to Start

- This workshop!
- Enlist other leaders – this is a team effort!
- Start small (e.g., one module at a time)
- Know your audience (e.g., their current level of understanding, learning language preference)

## Lack of Leadership Support for Training

- Identify leadership's barriers (e.g., financial)
- Give them an opportunity to be part of the training (e.g., invite them to be trainer, designate an IPC Champion)

## Not Sure What Training Materials to Use

- Consider the trainings shared today – **Use the EVS Toolkit!**



## Time Constraints or Staff Availability

- Provide the training over time (e.g., review 1 topic each month)
- Use select slides, instructor checklist items, or activities
- Train as part of new hire/annual orientation
- Train anywhere/anytime (e.g., daily huddle, training day)

## Wrapping Up: What's Next?

- Disseminating curriculum statewide
- Recorded trainings and resources on Project Firstline webpage
- Use of mobile training unit
- HAI Program staff to use as teaching tool for IPC visits
- Social media messaging
- Email ask box ([ProjectFirstline@cdph.ca.gov](mailto:ProjectFirstline@cdph.ca.gov))

### What is Project Firstline?



Project Firstline is a CDC-funded initiative that provides infection prevention and control education and training to frontline healthcare workers. In California, Project Firstline focuses specifically on Certified Nursing Assistants (CNA) in skilled nursing facilities (SNF). In coordination with public health infection prevention partners, Project Firstline offers competency-based health education and training, and support for facility educators. Together we can reduce HAI in California SNF, and keep our residents safe and healthy!



#### Trainings

- Register for Upcoming Courses
- Learn About Self-Paced Courses
- Implement the Project Firstline Toolkit for CNA
- Review Previous Trainings and Resources
- Access Resources from the Project Firstline Community



#### Engagement

- About Us and Contact
- Newsletters
- Partner with Us
- Certifications
- Print Materials Library



## Poll Question #5

*After today's workshop, do you feel comfortable navigating the Toolkit to implement IPC training for your EVS staff? Select all that apply.*

- A. Yes, I am ready to train my EVS staff!
- B. Yes, but I need more time to review the Toolkit
- C. Yes, but I need more time to review EVS IPC concepts
- D. No, this is not for me
- E. Other; share details in the chat



## QUESTIONS AND DISCUSSION



## Next Steps

- Fill out the workshop evaluation** (window will open upon exiting webinar)
- Review Toolkit and Implementation Guide**, and IPC Modules
- Join us for IPC for CNA Office Hours**
  - Friday, September 1, 2023, 11-12PM
  - Register at: <https://us06web.zoom.us/meeting/register/tZEuc-qupzkoGtG71iH7H8et-NBAkDrJAZG#/registration>
- Access registration links, recordings, curricula, and toolkits:**  
<https://www.hsag.com/ip-train-the-trainer>

**Questions?**

Project Inbox

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