Infection Control in Long-Term Care: Safeguarding Your Environment

A Video Guide for Nurses and Certified Nursing Assistants in Long-Term Care Facilities

Facilitator’s Guide

ElderCare communications
Infection Control in Long-Term Care: Safeguarding Your Environment

Infectious diseases pose significant hazards to staff and residents in long-term care. Controlling the spread of infection is like fighting an invisible enemy. When staff members take the appropriate precautions, caregivers and residents should never see the results. Only when infection control breaks down do the hazardous effects become obvious.

The consequences of infectious diseases can be painful. Residents are at increased risk of infection. Many of them are sick, while others are elderly and more vulnerable. Many just cannot handle any further insult to their frail condition. Prevention is where staff and caregivers in long-term care can have the greatest impact on safety and good health.

People living and working in long-term care facilities are at increased risk of infection. It’s due to a combination of conditions: advanced age, weakened immune systems, communal living environments and antibiotic resistant microbes. All make the risks that much more real.

Infections acquired in health care institutions are common. We call these “community associated infections.” Recent studies show that as many as 3.8 million infections occur each year in long-term care facilities across the United States. Now consider this whopping figure — annual costs associated with these infections can exceed $1 billion. The statistics are staggering:

- It is estimated that residents experience at least one serious infection per year
- Infections result in 63% of the deaths in long-term care

This program will focus on defining infection risks. It describes infection control practices and practical tools that caregivers can employ to help safeguard them and their residents in their care. This facilitator’s guide will help you plan for and conduct sessions to help ensure that you maximize the material in this video. Investigate your facility’s protocol for infection control and consider topics to engage in meaningful discussion regarding infection risks and precautions that are practical for your facility.
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"Infection Control in Long-Term Care: Safeguarding Your Environment" is a video-based learning program. It supports the needs and motivations of health care professionals and staff that provide direct resident care.

Conduct learning sessions for:
• All CNAs
• All RNs
• All newly hired CNAs and RNs

"Infection Control in Long-Term Care: Safeguarding Your Environment" can positively influence caregiving by helping staff and caregivers understand how to:
• Define the risk imposed by infectious disease
• Explain infection control procedures
• Describe procedures your staff and caregivers must take to ensure safety for themselves and their residents
“Infection Control in Long-Term Care: Safeguarding Your Environment” is a practical educational tool. It demonstrates important skills necessary to help caregivers identify and prevent infection-related hazards. It also provides practical guidance to help caregivers understand how they can implement infection control procedures.

Filled with practical information and useful instruction, this video training provides a unique and interactive learning experience. In addition to the valuable information contained in the video and accompanying facilitator guide, the video in-service provides opportunities for facilitated discussion to help participants identify infection control risks and help to minimize hazards in long-term care settings.
Use the following sample agenda to structure a session featuring “Infection Control in Long-Term Care: Safeguarding Your Environment”

Length of program: approximately 25 minutes

Suggested length of session: 1 hour and forty minutes (including a 10 minute break)

Materials needed:
• This facilitator’s guide
• The “Infection Control in Long-Term Care: Safeguarding Your Environment” program
• Optional paper and pencils for participant note-taking
• Optional flipchart and markers for writing key ideas
<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 min</td>
<td>Welcome the group to your session.</td>
</tr>
<tr>
<td>5 min</td>
<td>INTRODUCE the “<em>Infection Control in Long-Term Care: Safeguarding Your Environment</em>” topic by leading this discussion:</td>
</tr>
</tbody>
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**ASK:** What do you know about potential infection risks in your facility?

**ASK:** What infection control issues are most important to consider in long-term care and elderly residents?

**REVIEW** the learning objectives — after viewing this program you will be able to understand:
- The definition of infectious hazard, so that it is easier to understand when it is present
- How to use your skills to recognize and assess infection risks for you and your residents
- Infection control procedures in your facility
- Some special challenges that caregivers face when implementing infection control practices in long-term care

**ASK:** How are these learning objectives relevant in your facility?
DISCUSS prior knowledge of infection control for residents in your facility. Try to understand the group’s prior knowledge so you can help reinforce good practices and change those that are incorrect. (Encourage discussion to help uncover staff knowledge). With this baseline, you can better understand how to focus later discussion and follow-up exercises. You can also realize how the learning sessions have helped to improve training.

5 min  Show first module of video program — *Introduction*

10 min  Engage viewers in a brief discussion about MODULE 1. If group members are slow to respond, consider briefly recapping the main ideas emphasized in the first module (or the key situations and behaviors with which you feel your group can most easily relate).

ASK:  Why are residents in long-term care at increased risk for infections?

ASK:  What are common infection risks in long-term care?

ASK:  What are the most common infections (urinary tract, pneumonia, infected pressure ulcers, vascular ulcers or diabetic foot ulcers)?

DISCUSS the factors that increase the risk of infection for residents.
DISCUSS the risks for infection in long-term care. Encourage participants to talk about what they have seen and about their speculations. Discuss their role in identifying infection risks and how they can help to prevent those risks from becoming actual hazards.

7 min  Show second module of video program — *Hand Hygiene Techniques*

15 min  Engage viewers in a brief discussion about MODULE 2 – focus on hand washing technique and hand hygiene protocol. If group members are slow to respond, consider briefly recapping the main ideas emphasized in the second module (or the key situations and behaviors with which you feel your group can most easily relate).

DISCUSS situations that require hand hygiene.

ASK: Participants to describe then demonstrate the proper technique for hand washing?

DISCUSS the role of substitute hand hygiene products – like baby wipes, alcohol-based or antiseptic rubs.

10 min  BREAK
1 min Welcome the group back from the break.

6 min Show third module of video program – *Standard Precautions*

15 min Engage viewers in a brief discussion about MODULE 3. If group members are slow to respond, consider briefly recapping the main ideas emphasized in the third module (or the key situations and behaviors with which you feel your group can most easily relate).

**ASK:** In general, what are standard precautions and why is it important that such measures be defined?

**REVIEW** the three categories of Standard Precautions:
- Barrier Protection
- Sharps Precautions
- And Patient Care and Placement

**DISCUSS** the order for applying Barrier Protection (first dress in the gown … mask/respirator … goggle/mask … and finally gloves). Talk about the order for removing personal protective equipment (take off gloves … goggle/mask … gown … and finally the mask/respirator).

**DISCUSS** sharps precautions, including handling and disposal of sharps.
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4 min
Show fourth module of video program – *Food Handling*

10 min
Engage viewers in a brief discussion about MODULE 4. If group members are slow to respond, consider briefly recapping the main ideas emphasized in the fourth module (or the key situations and behaviors with which you feel your group can most easily relate).

DISCUSS food handling, storage and disposal – ask participants to describe potential risks related to serving temperature and food storage.

DISCUSS the specific hazards posed by tube feeding – when can tube feeding procedures or appliances pose an infection risk? What infection control techniques should be employed to limit risk?

4 min
Show fifth module of video program – *Housekeeping*

10 min
Engage viewers in a brief discussion about MODULE 5. If group members are slow to respond, consider briefly recapping the main ideas emphasized in the fifth module (or the key situations and behaviors with which you feel your group can most easily relate).

DISCUSS the housekeeping measures that you currently employ as part of infection control.
INFECTION CONTROL IN LONG-TERM CARE: SAFEGUARDING YOUR ENVIRONMENT

Identify other measures you can use in your facility. Discuss why they might be useful and effective.

5 min

In closing:

ASK for questions or additional comments from the group.

DISCUSS as appropriate.

Thank group members for their participation and conclude the session.
EXERCISES AFTER VIDEO

1. How do you rate our current success with infection control?

2. What are some examples of infections you have read or heard about? How could these pose a hazard in your facility?
   - Cite specific reasons that these infections pose a risk
   - Explain why the risk is increased among your residents

3. Role-play:
   - How would you tell other staff members in your facility about the risk of infections
   - Demonstrate to others in the group the proper hand washing technique

Suggest that participants accept a follow-up assignment as a proactive step in improving their understanding of infection control. For example,

- Each participant might be asked to teach a resident about the proper technique for hand washing. At a follow-up session, report or note that part of the process that is most challenging or surprising to residents

- Assign each participant an aspect of standard precautions so they will prepare a five minute refresher on that process (Barrier Protection, Sharps Precautions or Patient Care and Placement) during a brief follow-up meeting
Questions?

If you have questions about how to implement the “Infection Control in Long-Term Care: Safeguarding Your Environment” program, or if you would like information about other programs available from ElderCare Communications, call or write:

**ElderCare Communications**
680 Northland Boulevard, Building C
Cincinnati, Ohio 45240
Phone: 800-505-3232
Fax: 513-742-6269
www.eldercarecommunications.com

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