

Local and Tribal Health Department Healthcare-Associated Infections and Infection Prevention Training Program Workbook

Section 1: Introduction and Networking Opportunities

How to Use this Workbook

The Local and Tribal Health Department (LTHD) Healthcare-Associated Infection (HAI) and Infection Prevention Training Program covers a variety of topics and experiences to increase basic healthcare-associated infection and infection prevention and control (IPC) knowledge. Each section of the program has a corresponding workbook with self-paced learning activities and links to additional resources to help supplement your learning. Each workbook includes a list of learning objectives for the section and self-paced learning activities.

The scenarios and questions included in this workbook are for your own learning and will not be collected or graded. They are intended to supplement group activities and underscore key points in the provided resources. Be prepared to discuss questions, concepts, and scenarios introduced in the self-paced learning sections of this workbook with your regional infection preventionist (IP) or other participants during various follow up activities.

Meet Izzy

Throughout the program, you will follow Izzy, a nursing home infection preventionist (IP), as she encounters IPC scenarios at her facility. Using what you learn in each section, you will help Izzy make decisions that lessen the risk of spreading HAIs in her facility.



Section 1 Objectives

By the end of this section, participants will be able to:

- Explain the role of LTHDs in the prevention and control of HAIs and antimicrobial resistance (AR).
- Identify the Healthcare Emergency Readiness Coalition (HERC), public health, and Division of Quality Assurance (DQA) regions of Wisconsin.
- Understand the makeup of the AR Lab Network.

Week 1 Activities

Activity 1: What are HAIs? 1 hour

1. Watch the CDC (Centers for Disease Control and Prevention) [Recognize Infection Risks in Healthcare video](#).
 - a. According to the video, what are five factors of infection?

2. Learn where germs live in health care on the [CDC Project Firstline webpage](#).
 - a. What do you call a place where germs live and grow?

 - b. True or false: Most germs are not harmful to us.

 - c. List three common health care-related activities or procedures that can break through a person's natural defenses, making them more vulnerable to infection.

3. Read the [CDC Germs Live in and on the Body webpage](#) to learn the different areas of the body that germs live. Be sure to read the profiles for each reservoir: [skin](#), [gut](#), [respiratory system](#), and [blood](#).
 - a. Which types of HAIs can live on skin? What infection control practices can help reduce risk?

 - b. True or false: It is common for a healthy person to have different types of germs in their blood.

 - c. What is the most common way that bloodborne viruses spread in health care?

4. Read the [CDC Germs Live in the Environment webpage](#) to learn the different surfaces and items in the health care environment where germs can live. Be sure to read the profiles for each reservoir: [water and wet surfaces](#), [dry surfaces](#), [dirt and dust](#), and [devices](#).
 - a. Why isn't tap water used for IVs and injections?

Week 2 Activities

Activity 1: Regions of Wisconsin 15 minutes

Izzy is an IP at a nursing home in Langlade County. Izzy has some questions regarding enhanced barrier precautions at her facility. Izzy knows the Wisconsin HAI Prevention Program has experienced IPs who provide infection prevention support to each public health region of the state, called Regional IPs. Izzy decides to contact her Regional IP to help address her questions.



Note: While the HAI Prevention Program may reference public health regions for dividing the state, other programs and regulatory agencies may utilize different geographic boundaries for their regions.

- a. Which [public health region](#) does Izzy's facility belong to and which Regional IP should she contact?

Izzy then has some questions on ensuring her facility has a proper health care emergency preparedness plan in place. She knows these questions can be addressed by her region's [Healthcare Emergency Readiness Coalition \(HERC\) coordinator](#).

- b. Which HERC region does Izzy's facility fall under and who should she contact?

Finally, Izzy needs to contact her region's [Division of Quality Assurance](#) Regional Field Office Director (RFOD) about a few questions on nursing home regulations.

- c. Which DQA region does Izzy's facility belong to and who should she contact?

Activity 2: Public health laboratories 10 minutes

Read the CDC "[How Labs Work Together](#)" [webpage](#) and [fact sheet](#).

- a. What are two benefits of submitting isolates to a public health laboratory?
- b. True or false: Every state health department laboratory can test for enteric bacteria like Salmonella.
- c. True or false: Only two regional laboratories do core testing.

- d.** Which seven jurisdictions (states/cities) send samples to the Wisconsin State Laboratory of Hygiene (WSLH) as part of their Midwest AR Lab role?

Additional Resources

The following are optional readings, articles, and other resources for information on the topics covered in Section 1.

- Read the [CDC's Safe Health Care blog post](#) on HAIs and AR.
- Read an article on [a day in the life of an infection preventionist](#) from *Infection Control Today*.
- Watch the Association of State and Territorial Health Officials (ASTHO) animated video: [Know Your Role in Preventing HAIs](#).
- Watch the [Association for Professionals in Infection Control and Epidemiology \(APIC\) video](#) on the value of infection prevention.
- Review the DHS webpage on the [LTHD Infection Prevention Training Program](#).
- Explore the [state-based HAI programs](#) on the CDC website.

Notes, questions, and comments