Activity Cards
Module 2: Understanding Disinfectants

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

Read a Disinfectant Label
Purpose: Ensure staff know how to read cleaner/disinfectant labels.   Staff will practice identifying where to find key information on a cleaner/disinfectant label (e.g., contact/wet time, required personal protective equipment (PPE), expiry dates).

| **Preparation time:** 10-15 minutes

 Activity time: 10-15 minutes | **Preparation and materials:**
 There are variations of this activity below. Select the appropriate activities for your EVS staff. Consider EVS staff knowledge of the product (e.g., is it a new product?), or familiarity with MDS. Are there special notes or product features you need your staff to remember?

 Gather:
 • Copies of CDC's "*How to Read a Disinfectant Label"* infographic (See page 4 or the corresponding slide)
 • Copies of *"What's on the Label"* worksheet (See page 5 below or the corresponding slide)
 • Copies of facility disinfectant labels (You might ask the manufacturer to provide sample labels, go to manufacturer's website to obtain sample labels, or select unopened product bottles.) |
| **Instructions:** | |

Version A: Review the CDC *"How to Read a Disinfectant Label"* as a group

Note we review the CDC infographic in the slideset (slide 13-24). Use this as an opportunity to review material in a more interactive format, giving additional time for staff to ask questions. Use the notes from the slideset to walk through the label. You may decide to divide your group into smaller teams, or use this as a 'teach back' activity.

Version B: Look at the *"What's on the Label"* worksheet and ask rapid fire questions

1. Distribute the *"What's on the Label"* worksheet (or display slide on screen).
2. You may decide to divide your group into smaller teams for this activity.
3. Ask staff to identify where elements are located on the label. Staff may respond with the corresponding section number on the worksheet. Encourage staff to use the worksheets to take additional notes or to keep the worksheet as a reference.
4. Ask the following in any order, pausing for response and discussion between questions. Review answers together.
   - Where can you find the active ingredients/disinfecting chemicals?
   - Where can you find the EPA registration number?
   - Where can you find the directions/instructions for use?
   - Where should the disinfectant be used?
   - What germs does this disinfectant kill?
   - What types of surfaces can the disinfectant be used on?
   - How do you properly use this disinfectant?
   - How long does the surface have to stay wet with the disinfectant to kill germs?
   - How risky is this disinfectant if it is swallowed, inhaled, or absorbed through the skin?
   - How do you use this disinfectant safely? Do you need PPE?
   - What should you do if you get the disinfectant in your eyes or mouth, on your skin, or if you breathe it in?
   - How should the disinfectant be stored?
   - How should you dispose of expired disinfectant? What should you do with the container?

Version C: Look at a facility disinfectant label together and ask rapid fire questions

1. Distribute a facility disinfectant label.
2. You may decide to divide your group into smaller teams for this activity.
3. Ask staff to identify where elements are located on the label.
4. Ask the following in any order, pausing for response and discussion between questions. Review answers together.
   - Where can you find the active ingredients/disinfecting chemicals?

- Where can you find the EPA registration number?
- Where can you find the directions/instructions for use?
- Where should the disinfectant be used?
- What germs does this disinfectant kill?
- What types of surfaces can the disinfectant be used on?
- How do you properly use this disinfectant?
- How long does the surface have to stay wet with the disinfectant to kill germs?
- How risky is this disinfectant if it is swallowed, inhaled, or absorbed through the skin?
- How do you use this disinfectant safely? Do you need PPE?
- What should you do if you get the disinfectant in your eyes or mouth, on your skin, or if you breathe it in?
- How should the disinfectant be stored?
- How should you dispose of expired disinfectant? What should you do with the container?

Version D: Look at a facility disinfectant label together and ask rapid fire questions
Suggestion: Use Version D questions to review new products with staff.

1. Distribute a facility disinfectant label.
2. You may decide to divide your group into smaller teams for this activity.
3. Ask staff to identify where elements are located on the label.
4. Ask the following in any order, pausing for response and discussion between questions. Review answers together.
   - What is the contact/wet time?
   - What is the required PPE?
   - What is the EPA number?
   - Are there any contraindications?
   - Identify one germ that this product kills?
   - What is the maximum contact/wet time listed?
   - Is this a ready to use product or it needs mixing?
   - What are the mixing instructions?
   - What is the mix and discard date?
   - What is the expiration date?
   - What is the open date and discard date?

How to Read a Disinfectant Label

Label callouts (left side)

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?

Label content (center)

ACTIVE INGREDIENTS:
Alkyl (60% C14, 30% C16, 5% C12, 5% C18)
   Dimenthyl 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.

Mop 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. **IF ON 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 (1-866-366-5048) 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.

EXP MM-DD-YYYY

5 555555 55555 5

Label callouts (right side)

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?

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

PROJECT FIRST LINE

EPA
United States Environmental Protection Agency

WWW.CDC.GOV/PROJECTFIRSTLINE

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

2

3

4

5

6

7

8

9

10

11

ACTIVE INGREDIENTS:
Alkyl (60% C14, 30% C16, 5% C12, 5% C18)
   Dimenthyl 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.

Mop or wipe with disinfectant solution.

Allow solution to stay wet on surface for at least 10 minutes.

Rinse well and air dry.

EXP MM-DD-YYYY

5 55555 55555 5

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. IF ON 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 (1-866-366-5048) 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.

What Would You Do?: Contact/Wet Time

Purpose: Ensure staff have a good understanding of contact/wet time.

Staff will answer a series of questions on contact/wet time, individually or in teams. Staff should know how to identify contact/wet time.

Preparation time: 3-5 minutes **Activity time:** 10-15 minutes	**Preparation and materials:** Gather: • Copies of *"What Would You Do?: Contact/Wet Time"* worksheet (See page 8 or the corresponding slide)

Instructions:
1. Distribute the *What Would You Do?: Contact/Wet Time w*orksheet (or display slides on screen).
2. You may decide to divide your group into partners or smaller teams for this activity.
3. Review each case scenario as a group. Staff can discuss each case scenario in smaller teams for 1-2 minutes; 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 respond to each question.
4. For each case scenario, review correct answers (highlighted in yellow) with the group and provide any additional comment or rationale per facility policy and procedures.

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)*

    *E may be a correct response depending on facility policy and procedure

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

Case Scenario 2

A product has a 10-minute contact/wet time, but it dries in 5 minutes.

What do you do? Select all that apply.
A. Reapply the product to ensure it stays wet for the entire 10 minutes
B. Add water to the surface so it stays wet longer
C. Let the EVS manager know that you are having to rewet the surface to achieve the contact/wet time
D. Use another product from home
E. Nothing

Case Scenario 3

You are using a disinfectant product that has different contact/wet times. This product has a 2 minute contact time to kill MRSA & VRE and a 5 minute contact time to kill TB.

Which contact/wet time would you use?
A. The shortest time
B. The longest time
C. The average time
D. The expiry date
E. At midnight

What Would You Do?: Contact/Wet Time

Read each case scenario and provide the best response.
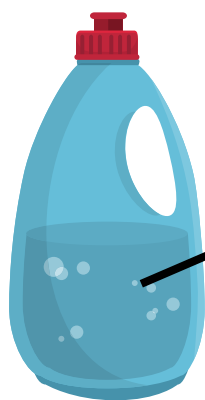
Case Scenario 1

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.
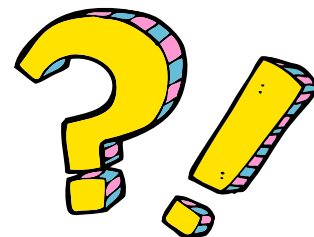
A. Let it dry quickly

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

HURRY!

5-minute contact/wet time

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

CDPH

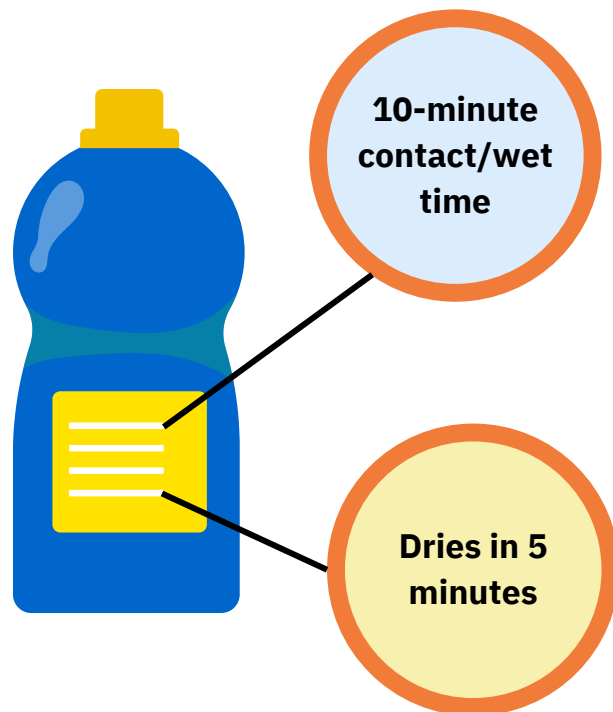# What Would You Do?: Contact/Wet Time

Read each case scenario and provide the best response.

Case Scenario 2

A product has a 10-minute contact/wet time, but it dries in 5 minutes.

What do you do? Select all that apply.

A. Reapply the product to ensure it stays wet for the entire 10 minutes

B. Add water to the surface so it stays wet longer

C. Let the EVS manager know that you are having to rewet the surface to achieve the contact/wet time

D. Use another product from home

E. Nothing
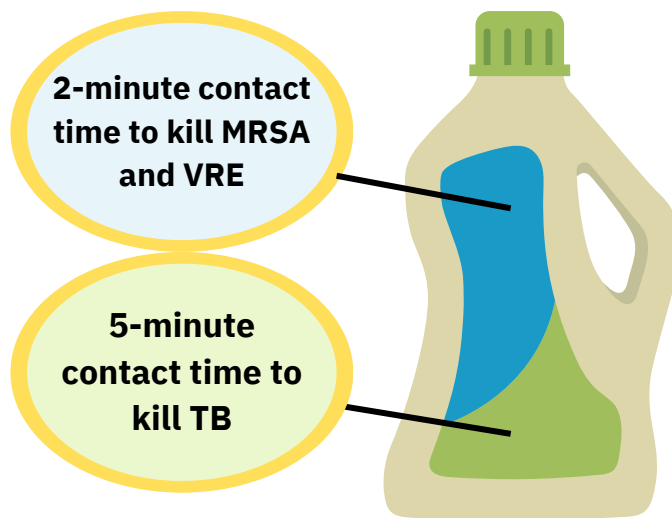
10-minute contact/wet time

Dries in 5 minutes

Case Scenario 3

You are using a disinfectant product that has different contact/wet times. This product has a 2-minute contact time to kill MRSA & VRE and a 5-minute contact time to kill TB.

Which contact/wet time would you use?

A. The shortest time

B. The longest time

C. The average time

D. The expiry date

E. At midnight

2-minute contact time to kill MRSA and VRE

5-minute contact time to kill TB

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 11 or the corresponding slide). Note: If using the worksheet, there is a corresponding answer key on page 12. • 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 the training module as needed.

1. _____   4. _____

2. _____   5. _____

3. _____   6. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

PROJECT **FIRST**LINE
CDC's National Training Collaborative
for Healthcare Infection Prevention & Control

CDPH

Answer Key

#	Item	Rationale
1	**Excess Cleaning Items**	• Keep closet organized to prevent injuries, spills, or accidental mixing.
2	**Insects & Bugs**	• EVS closet should be clean and organized. Insects and bugs can lead to contamination of EVS products and equipment.
3	**Unlabeled Cleaning and Disinfecting Solutions**	• Solutions should be labeled with key dates (manufacturer's expiration date, open date, mix date). • Minimizing the number and types of cleaners will reduce the chance of unintentional mixing and staff confusion about product use.
4	**Food & Drink**	• Personal belongings can become contaminated with germs.
5	**Dirty/Soiled Curtain**	• Dirty or soiled curtain not placed in proper area can lead to cross contamination. • Place soiled curtain in dirty container per facility policy.
6	**Spills & Leaks**	• Ensure proper disinfectant storage to prevent dangerous spills or mixing.