

Infection Prevention and Control Training for Certified Nursing Assistants 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.

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Invitation

The California Department of Public Health Healthcare-Associated Infections (HAI) Program invites you to participate in Project Firstline, an infection prevention and control (IPC) training initiative for frontline healthcare personnel in skilled nursing facilities (SNF). Project Firstline in California focuses on providing IPC training for Certified Nursing Assistants (CNA). CNA are an integral part of resident care and play a critical role in ensuring safety for their residents and their communities. Project Firstline directly engages CNA in an interactive and supportive training environment, empowering them to understand the *why*, and not just the *how*, of infection prevention.

From July 2021-2022, California Project Firstline hosted 162 trainings with over 2,100 CNA participants. This Toolkit and Implementation Guide was developed to expand our reach and offer trainings more widely to CNA across California. We include recommendations and tools for SNF and local health departments (LHD) interested in implementing an IPC training program tailored to CNA in their facilities. With ready-made trainings and discussion prompts, facilitators may use any of the included materials to meet specific training needs.

Participation in Project Firstline trainings will provide your CNA with:

- Interactive learning sessions tailored to common CNA tasks, with opportunities to share best practices, challenges, and lessons learned in a peer-to-peer environment.
- Online and on-demand training materials and resources on the Project Firstline website, including previously-recorded trainings and slidesets.
- Access to regular email updates including receipt of our quarterly CNA newsletter, when subscribed to the [Project Firstline distribution list](#) (cdph-marketing.powerappsportals.com/HAI/HAI-Registration/)
- Ongoing engagement with and access to IPC experts at the HAI Program via our email AskBox: ProjectFirstline@cdph.ca.gov

Planning and Implementing IPC Training for CNA

How to Use This Toolkit

Training coordinators at SNF or staff at LHD may use Project Firstline materials for new staff orientations, in-services, on the spot trainings, and more. Materials can be shared in several ways, not limited to the following:

- Play the recorded webinars for your staff
- Use the slides and corresponding scripts to engage staff in a live, interactive presentation.
- Extract key messages from our material to incorporate in your organization's existing trainings and communications for staff.
- Encourage CNA staff to review the online self-paced IPC training materials.
- LHD or corporate entities may wish to convene jurisdiction-wide events.

Electronic versions of toolkit elements are accessible on the [Toolkit webpage](#)

(www.cdph.ca.gov/Programs/CHCQ/HAI/Pages/ProjectFirstlineToolkit.aspx)

Facilitators are highly encouraged to review the online self-paced IPC training prior to leading training sessions with CNA. This will give facilitators an idea of how to review key concepts and engage CNA in discussion.

Plan Your Curriculum

The Project Firstline CNA trainings consist of 8 modules, each designed to provide 30 minutes of training content with optional post-training discussion (up to 30 minutes) using the *FAQ* files. All modules include prompt questions and knowledge checks throughout to engage CNA in a conversation, and have a corresponding pre- and post-test. The following are items to consider when planning your curriculum.

- **Identify your training goals.** What training topics do you want to include in your training program? You may decide to use only a subset of trainings based on commonly observed lapses in practice in your facility or other problem areas (e.g., residents frequently being readmitted for UTI).
- **Time training to meet CNA needs and schedules.** Decide if you will offer sessions one at a time over the course of a few days or weeks (e.g., one session per week), or condense sessions over a shorter amount of time (e.g., offer two topics back-to-back, host a daylong training with multiple modules). Combine courses together as you see fit. Depending on facility needs, you may decide to provide small or large group trainings, or multiple opportunities for training (e.g., offer training times for various CNA work shifts). You may even combine the trainings with other planned education activities at your facility (e.g., during in-services or skills fairs). Trainings need not be formal.
- **Host a post-training discussion** to address any questions or concerns or to provide a review of the training materials. This can be done immediately after the training session or on a separate occasion. You may decide to involve the facility infection preventionist for an 'Ask the IP' session; make it interactive.
- **Use the optional pre- and post-training questions** 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 the optional post-training discussion. Answer keys are provided for the facilitator.

Example Training Schedules

Plan a training schedule that will work best for your facility and staff. Below are sample training schedules to consider if you want to roll out a formal training plan. Again, there are many ways to share this training with your staff.

Timeframe	Cadence	Notes
8 weeks	One 1-hour session each week for 8 consecutive weeks: <ul style="list-style-type: none"> • 10 minutes for pre-test • 30 minute presentation covering 1 topic • 10 minutes for discussion and time for questions • 10 minutes for post-test 	May skip the pre- and post-tests to allow for more discussion time.
4 weeks	One 1-hour session each week for 4 consecutive weeks: <ul style="list-style-type: none"> • 30 minutes for topic 1 • 30 minutes for topic 2 	May include additional 30 minutes of discussion and time for questions, or use this time before and after the session to administer the pre- and post-tests.

Promote Your Training Sessions and Content

Sample messaging, links to images, and flyer templates are included in the promotional material appendix for each module.

For scheduled trainings, we recommend promoting your training activities at least two weeks in advance. There are sample promotional materials for each module to market your training sessions, including sample messaging, images, and flyer templates. You can use materials as provided for workplace bulletins or edit material to include course information. You may also decide to develop additional

promotional materials to bring awareness to your course and training topics.

Share training materials with your facility CNA via email, text message, or post in the breakroom or message boards. Consider including your trainings in any regularly scheduled meetings with a CNA presence.

Training Modules

Training modules are stand-alone presentations. We recommend starting with Modules 1-3 as your foundation courses. Modules 4-8 highlight common tasks performed by CNA in the context of IPC practices; these may be presented in any order if needed. Each section below includes a brief description, curriculum slides with presenter notes, a link to the corresponding presentation recordings, embedded critical thinking questions and knowledge checks, pre- and post-training questions, and FAQ for additional discussion. Training materials are currently available in English and Spanish.

Module	Topic
1	Standard Precautions
2	Personal Protective Equipment
3	Environmental Cleaning and Disinfection

4	Skin, Perineal, and Urinary Catheter Care
5	Oral Care and Feeding
6	Positioning and Transferring
7	Bathing and Dressing
8	Nail Care and Shaving

Module 1: Standard Precautions

This course reviews the six elements of Standard Precautions and provides participants with an understanding of why these practices are needed to maintain a safe environment of care and reduce HAI.

Curriculum Slides

Use the curriculum slides to provide training to CNAs. Curriculum slides are available with presenter notes. Recorded presentations are also available on the [Project Firstline webpage](http://www.cdph.ca.gov/Programs/CHCQ/HAI/Pages/ProjectFirstline_Resources.aspx) (www.cdph.ca.gov/Programs/CHCQ/HAI/Pages/ProjectFirstline_Resources.aspx).

[Slides in English](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module1StandardPrecautions_CurriculumSlides.pdf)

[Slides in Spanish](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module1StandardPrecautions_CurriculumSlides_Spanish.pdf)

Critical Thinking and Knowledge Checks

Knowledge checks are included throughout the curriculum slides and also listed here for reference. Use these embedded questions as opportunities for engagement and time for CNA to pause and process IPC concepts during trainings.

[Embedded Knowledge Check file in English](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module1StandardPrecautionsKnowledgeChecks.pdf)

[Embedded Knowledge Check file in Spanish](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module1StandardPrecautionsKnowledgeChecks_Spanish.pdf)

Slide #	Question	Response Choices	Correct Answer
9	What are the two methods to properly clean your hands?	<i>Open response</i>	Soap and water, alcohol-based hand rub (ABHR)
13	When is hand hygiene needed?	A. Before entering a room B. Before any aseptic procedure	A, B, C, D, E

		<ul style="list-style-type: none"> C. After contact with bodily fluids D. After leaving a resident room E. After touching a residents' surroundings 	
32	For the safety of your resident and fellow staff, what is something you could do to protect everyone?	<ul style="list-style-type: none"> A. Shake their hand and tell them it's ok B. Educate them C. Ask them to help you change the residents' clothes D. Hug them and thank them for coming to visit the resident 	B

Pre- and Post-Training Questions

As time allows, use the pre- and post-training questions 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.

[Pre- and post-training questions with answer key in English](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module1StandardPrecautionsPrePostQuestions.pdf)

[Pre- and post-training questions with answer key in Spanish](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module1StandardPrecautionsPrePost_Spanish.pdf)

FAQ Discussion Prompts

Use the FAQ for this module to initiate further discussion among CNA.

[FAQ file in English](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module1StandardPrecautions_FAQ.pdf)

[FAQ file in Spanish](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module1StandardPrecautionsFAQ_Spanish.pdf)

Module 2: Personal Protective Equipment

This course discusses the need for correct PPE use and reviews the step-by-step methods to don and doff PPE to prevent infection transmission among residents.

Curriculum Slides

Use the curriculum slides to provide training to CNAs. Curriculum slides are available with presenter notes. Recorded presentations are also available on the [Project Firstline webpage](http://www.cdph.ca.gov/Programs/CHCQ/HAI/Pages/ProjectFirstline_Resources.aspx) (www.cdph.ca.gov/Programs/CHCQ/HAI/Pages/ProjectFirstline_Resources.aspx).

[Slides in English](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module2PPE_CurriculumSlides.pdf)

[Slides in Spanish](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module2PPE_CurriculumSlides_Spanish.pdf)

Critical Thinking and Knowledge Checks

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[Embedded Knowledge Check file in English](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module2PPE_KnowledgeChecks.pdf)

[Embedded Knowledge Check file in Spanish](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module2PPE_KnowledgeChecks_Spanish.pdf)

Slide #	Question	Response Choices	Correct Answer
8	What are some barriers that prevent you from dressing for success?	<i>Open response</i>	Example responses <ul style="list-style-type: none">• PPE cabinet is too far from resident rooms. Solution: Ask about getting a PPE cart to keep in hallways or re-designating a cabinet to a PPE-only cabinet.• PPE doesn't fit/Inaccurate sizes ordered. Solution: Speak to the staff responsible for ordering PPE or your facility IP.• PPE is flimsy or breaks often. Solution: Contact the staff responsible for ordering PPE or your facility IP. Explain how

			the PPE breaks and how this prohibits you from doing your job safely.
13	If at any point your gloves become contaminated while donning your PPE, what should you do?	<p>A. Dispose of them, perform hand hygiene, and then replace them with new gloves</p> <p>B. Put another pair of gloves on over the contaminated pair</p> <p>C. Wash your gloves and continue donning</p> <p>D. Dispose of them, and continue your task without gloves</p>	A
16	What is a key step to complete before donning and after doffing gloves?	<p>A. Hand hygiene</p> <p>B. Asking the resident how they are</p> <p>C. Identifying other types of PPE to use</p> <p>D. Put an extra pair in your pockets in case you need them later</p>	A
19	What are some common mistakes made with PPE?	<i>Open response</i>	<p>Example responses:</p> <ul style="list-style-type: none"> • Double gloving and improper gown tying • Not performing hand hygiene before putting on or after removing PPE • Masks not covering nose and mouth

Pre- and Post-Training Questions

As time allows, use the pre- and post-training questions 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.

[Pre- and post-training questions with answer key in English](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module2PPE_PrePostQuestions.pdf)

[Pre- and post-training questions with answer key in Spanish](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module2PPE%20_PrePost_Spanish.pdf)

FAQ Discussion Prompts

Use the FAQ for this module to initiate further discussion among CNA.

[FAQ file in English](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module2PPE_FAQ.pdf)

[FAQ file in Spanish](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module2_PPE_FAQ_Spanish.pdf)

Module 3: Environmental Cleaning and Disinfection

This course discusses the role of environmental cleaning and disinfection in preventing the spread of germs in skilled nursing facilities. Participants will also review how to read product labels and strategies for effective cleaning and disinfection.

Curriculum Slides

Use the curriculum slides to provide training to CNAs. Curriculum slides are available with presenter notes. Recorded presentations are also available on the [Project Firstline webpage](#) (www.cdph.ca.gov/Programs/CHCQ/HAI/Pages/ProjectFirstline_Resources.aspx).

[Slides in English](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module3EVS_CurriculumSlides.pdf)

[Slides in Spanish](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module3EVS_CurriculumSlides_Spanish.pdf)

Critical Thinking and Knowledge Checks

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[Embedded Knowledge Check file in English](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module3EVS_KnowledgeChecks.pdf)

[Embedded Knowledge Check file in Spanish](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module3EVS_KnowledgeChecks_Spanish.pdf)

Slide #	Question	Response Choices	Correct Answer
10	Can you identify any examples of contaminated surfaces in a resident room?	<i>Open response</i>	Sample responses <ul style="list-style-type: none"> • Doorknobs • Bedrails • Call button • Remotes • Light switches • Bedside tables
19	What can you find on product labels?	A. Manufacturer’s instructions for use B. What surfaces you can use the product on C. The contact/wet time to follow D. Which germ(s) the product kills E. All of the above	E

Pre- and Post-Training Questions

As time allows, use the pre- and post-training questions 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.

[Pre- and post-training questions with answer key in English](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module3_EVS_Pr ePostQuestions.pdf)

[Pre- and post-training questions with answer key in Spanish](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module3EVS_Pre Post_Spanish.pdf)

FAQ Discussion Prompts

Use the FAQ for this module to initiate further discussion among CNA.

[FAQ file in English](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module3EVS_FA Q.pdf)

[FAQ file in Spanish](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module3_EVS_F AQ_Spanish.pdf)

Module 4: IPC While Providing Skin, Perineal, and Urinary Catheter Care to Residents

This course reviews methods to reduce the spread of infection during skin, perineal, and urinary catheter care. Additionally, this course will discuss the role of a healthy skin barrier for preventing pathogen transmission, and proper protocols to implement during skin, perineal, and urinary catheter care.

Curriculum Slides

Use the curriculum slides to provide training to CNAs. Curriculum slides are available with presenter notes. Recorded presentations are also available on the [Project Firstline webpage](http://www.cdph.ca.gov/Programs/CHCQ/HAI/Pages/ProjectFirstline_Resources.aspx) (www.cdph.ca.gov/Programs/CHCQ/HAI/Pages/ProjectFirstline_Resources.aspx).

[Slides in English](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module4SkinPerinealUrinaryCatheterCare_CurriculumSlides.pdf)

[Slides in Spanish](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module4SkinPerinealUrinaryCatheterCare_CurriculumSlides_Spanish.pdf)

Critical Thinking and Knowledge Checks

Knowledge checks are included throughout the curriculum slides and also listed here for reference. Use these embedded questions as opportunities for engagement and time for CNA to pause and process IPC concepts during trainings.

[Embedded Knowledge Check file in English](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module4SkinPerinealUrinaryCatheter_KnowledgeChecks.pdf)

[Embedded Knowledge Check file in Spanish](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module4SkinPerinealUrinaryCatheter_KnowledgeChecks_Spanish.pdf)

Slide #	Question	Response Choices	Correct Answer
10	What types of wounds or ulcers are commonly seen when performing skin care with residents?	<i>Open response</i>	Common breaks in skin integrity include: <ul style="list-style-type: none"> • Pressure ulcers • Surgical wounds • Diabetic ulcers • Vascular ulcers
12	Why should CNAs look for pressure ulcers? (Select all that apply)	A. It may lead to infection B. To promote skin health C. To prevent further skin issues	A, B, C, D

		D. To prevent pain and discomfort to the resident	
14	What is your role as a CNA when a resident develops diabetic or PVD-related skin injuries?	<i>Open response</i>	Your role during resident care is to report any observed skin redness or breaks in the skin to the nurse
26	What type of PPE is needed for urinary catheter care?	<i>Open response</i>	<ul style="list-style-type: none"> • Use gloves and gowns to prevent contamination during catheter care • Wear a face shield to prevent splashing when emptying catheter bag
29	When a resident has a urinary catheter, what should a CNA watch for and report? (Select all that apply)	<ul style="list-style-type: none"> A. Blood or discoloration of urine B. Sudden decrease in urine (check for kink) C. Catheter leaks D. New odor E. Resident reports pressure, burning, or pain 	A, B, C, D, E

Pre- and Post-Training Questions

As time allows, use the pre- and post-training questions 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.

[Pre- and post-training questions with answer key in English](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module4SkinPerinealUrinaryCatheterCare_PrePostQuestions.pdf)

[Pre- and post-training questions with answer key in Spanish](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module4SkinPerinealUrinaryCatheterCare_PrePost_Spanish.pdf)

FAQ Discussion Prompts

Use the FAQ for this module to initiate further discussion among CNA.

[FAQ file in English](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module4SkinPerinealUrinaryCatheterCare_FAQ.pdf)

[FAQ file in Spanish](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module4SkinPerinealUrinaryCatheterCare_FAQ_Spanish.pdf)

Module 5: IPC While Providing Oral Care and Feeding Residents

This course reviews key infection prevention practices while providing oral care and feeding residents and discusses the role of good oral hygiene and proper feeding techniques to prevent the spread of common oral health problems and infections.

Curriculum Slides

Use the curriculum slides to provide training to CNAs. Curriculum slides are available with presenter notes. Recorded presentations are also available on the [Project Firstline webpage](http://www.cdph.ca.gov/Programs/CHCQ/HAI/Pages/ProjectFirstline_Resources.aspx) (www.cdph.ca.gov/Programs/CHCQ/HAI/Pages/ProjectFirstline_Resources.aspx).

[Slides in English](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module5OralCareFeeding_CurriculumSlides.pdf)

[Slides in Spanish](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module5OralCareFeeding_CurriculumSlides_Spanish.pdf)

Critical Thinking and Knowledge Checks

Knowledge checks are included throughout the curriculum slides and also listed here for reference. Use these embedded questions as opportunities for engagement and time for CNA to pause and process IPC concepts during trainings.

[Embedded Knowledge Check file in English](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module5OralCareFeeding_KnowledgeChecks.pdf)

[Embedded Knowledge Check file in Spanish](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module5OralCareFeeding_KnowledgeChecks_Spanish.pdf)

Slide #	Question	Response Choices	Correct Answer
6	As CNAs, what do you think is the most important reason to provide oral care to your residents?	<i>Open response</i>	<i>Review participant answers</i>
13	The effectiveness of toothbrushing mainly comes from the <i>toothpaste</i> , which removes buildup and plaque.	True or False	False
23	When two residents are residing in a same	A. Perform hand hygiene	A

	room, before feeding the second resident, what infection prevention practice should this CNA follow immediately after feeding the first resident?	<ul style="list-style-type: none"> B. Give the first resident a bath C. Check the temperature of your resident 	
28	Which of the following could be a sign of infection around the tube insertion site? (Select all that apply)	<ul style="list-style-type: none"> A. Inflammation or redness B. Thick or foul-smelling discharge C. Pain or discomfort near the site D. Fever 	A, B, C, D

Pre- and Post-Training Questions

As time allows, use the pre- and post-training questions 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.

[Pre- and post-training questions with answer key in English](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module5OralCareFeeding_PrePostQuestions.pdf)

[Pre- and post-training questions with answer key in Spanish](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module5OralCareFeeding_PrePost_Spanish.pdf)

FAQ Discussion Prompts

Use the FAQ for this module to initiate further discussion among CNA.

[FAQ file in English](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module5OralCareFeeding_FAQ.pdf)

[FAQ file in Spanish](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module5OralCareFeeding_FAQ_Spanish.pdf)

Module 6: IPC While Positioning and Transferring Residents

This course reviews key infection prevention and control practices during positioning and transfer of residents, ways to prevent infection from pressure injuries, and strategies to avoid skin deterioration and infection by avoiding friction and shearing.

Curriculum Slides

Use the curriculum slides to provide training to CNAs. Curriculum slides are available with presenter notes. Recorded presentations are also available on the [Project Firstline webpage](http://www.cdph.ca.gov/Programs/CHCQ/HAI/Pages/ProjectFirstline_Resources.aspx) (www.cdph.ca.gov/Programs/CHCQ/HAI/Pages/ProjectFirstline_Resources.aspx).

[Slides in English](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module6PositioningTransferring_CurriculumSlides.pdf)

[Slides in Spanish](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module6PositioningTransferring_CurriculumSlides_Spanish.pdf)

Critical Thinking and Knowledge Checks

Knowledge checks are included throughout the curriculum slides and also listed here for reference. Use these embedded questions as opportunities for engagement and time for CNA to pause and process IPC concepts during trainings.

[Embedded Knowledge Check file in English](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module6PositioningTransferring_KnowledgeChecks.pdf)

[Embedded Knowledge Check file in Spanish](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module6PositioningTransferring_KnowledgeChecks_Spanish.pdf)

Slide #	Question	Response Choices	Correct Answer
7	When would performing hand hygiene with soap and water be required? When would alcohol-based hand rub be okay to use?	<i>Open response</i>	Soap and water should be used if hands are visibly soiled, when you come into contact with a resident with a known or suspected diarrheal infection, or if you come into contact with any bodily fluids, like blood or waste.
10	Why are positioning and repositioning necessary, and how are they related to infection prevention and control? (Select all that apply)	A. Prevent aspiration pneumonia B. Prevent other types of pneumonia C. Prevent catheter-associated urinary tract infections	E

		D. Prevent infected pressure injuries E. All of the above	
17	What areas on a resident's body have you seen, or would expect to see, pressure injuries develop?	<i>Open response</i>	Some areas that are prone to pressure injuries while laying down include the back of the head, shoulder blades, elbows, lower back and hips, inner knees, and heels. However, they can develop on any area of the skin under pressure.
19	What areas would be most prone to sores when sitting up semi-reclined? Sitting upright?	<i>Open response</i>	If a resident is sitting up in bed, areas affected may include the back of the head, shoulder blades, elbows, buttocks, and heels. If sitting up in a wheelchair, shoulder blades, spines, buttocks, and heels.
27	As a CNA, what is something you can do every day to help prevent pressure injuries in your residents? (Select all that apply)	A. Be careful to avoid damaging the skin when moving a resident B. Reposition residents at least every two hours in bed and every hour in a wheelchair C. Look for and report any new skin abnormalities	A, B, C

Pre- and Post-Training Questions

As time allows, use the pre- and post-training questions 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.

[Pre- and post-training questions with answer key in English](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module6PositioningTransferring_PrePostQuestions.pdf)

[Pre- and post-training questions with answer key in Spanish](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module6PositioningTransferring_PrePost_Spanish.pdf)

FAQ Discussion Prompts

Use the FAQ for this module to initiate further discussion among CNA.

[FAQ file in English](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module6PositioningTransferring_FAQ.pdf)

[FAQ file in Spanish](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module6PositioningTransferring_FAQ_Spanish.pdf)

Module 7: IPC While Bathing and Dressing Residents

This course reviews key infection prevention practices during bathing and dressing to help prevent the spread of infections among residents, including identifying appropriate personal protective equipment (PPE) to use while bathing and dressing residents.

Curriculum Slides

Use the curriculum slides to provide training to CNAs. Curriculum slides are available with presenter notes. Recorded presentations are also available on the [Project Firstline webpage](#) (www.cdph.ca.gov/Programs/CHCQ/HAI/Pages/ProjectFirstline_Resources.aspx).

[Slides in English](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module7BathingDressing_CurriculumSlides.pdf)

[Slides in Spanish](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module7BathingDressing_CurriculumSlides_Spanish.pdf)

Critical Thinking and Knowledge Checks

Knowledge checks are included throughout the curriculum slides and also listed here for reference. Use these embedded questions as opportunities for engagement and time for CNA to pause and process IPC concepts during trainings.

[Embedded Knowledge Check file in English](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module7BathingDressing_KnowledgeChecks.pdf)

[Embedded Knowledge Check file in Spanish](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module7BathingDressing_KnowledgeChecks_Spanish.pdf)

Slide #	Question	Response Choices	Correct Answer
7	When is hand hygiene needed? (Select all that apply)	<ul style="list-style-type: none"> A. Before touching a resident B. After body fluid exposure C. After touching resident surroundings D. After touching a resident E. Before clean/aseptic procedures 	A, B, C, D, E
18	Regarding scenario on slide -- What is something that was missed when re-entering the room?	<i>Open response</i>	Hand hygiene was not performed when entering the room after getting the shampoo.
21	To prevent the spread of infection, what must you, as the CNA, do before handling any devices? (Select all that apply)	<ul style="list-style-type: none"> A. Perform hand hygiene B. Use appropriate personal protective equipment or PPE C. Ask the resident how they are doing D. Wash your gloves 	A, B

Pre- and Post-Training Questions

As time allows, use the pre- and post-training questions 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.

[Pre- and post-training questions with answer key in English](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module7BathingDressingPrePostQuestions.pdf)

[Pre- and post-training questions with answer key in Spanish](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module7BathingDressing_PrePost_Spanish.pdf)

FAQ Discussion Prompts

Use the FAQ for this module to initiate further discussion among CNA.

[FAQ file in English](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module7BathingDressing_FAQ.pdf)

[FAQ file in Spanish](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module7BathingDressing_FAQ_Spanish.pdf)

Module 8: IPC While Providing Nail Care and Shaving Residents

This course reviews key infection prevention and control practices during nail care and shaving to help prevent the spread of germs and discusses injuries that may occur during personal care.

Curriculum Slides

Use the curriculum slides to provide training to CNAs. Curriculum slides are available with presenter notes. Recorded presentations are also available on the [Project Firstline webpage](#) (www.cdph.ca.gov/Programs/CHCQ/HAI/Pages/ProjectFirstline_Resources.aspx).

[Slides in English](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module8NailCareShaving_CurriculumSlides.pdf)

[Slides in Spanish](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module8NailCareShaving_CurriculumSlides_Spanish.pdf)

Critical Thinking and Knowledge Checks

Knowledge checks are included throughout the curriculum slides and also listed here for reference. Use these embedded questions as opportunities for engagement and time for CNA to pause and process IPC concepts during trainings.

[Embedded Knowledge Check file in English](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module8NailCareShaving_KnowledgeChecks.pdf)

[Embedded Knowledge Check file in Spanish](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module8NailCareShaving__KnowledgeChecks_Spanish.pdf)

Slide #	Question	Response Choices	Correct Answer
11	What would you do if you saw abnormalities when providing nail care?	<i>Open response</i>	<i>Review participant answers; CNAs should report any unusual observations to the nurse</i>
16	Think of some signs of infection you may have observed during foot care.	<i>Open response</i>	Sample responses <ul style="list-style-type: none">• Flaking skin• Discoloration of the feet• Blood or foot drainage• Bruises• Swelling

23	What are the infection prevention practices that should be followed when shaving with a clipper? (Select all that apply)	A. Hand hygiene B. PPE (gloves and gown) C. Cleaning the environment D. Cleaning and disinfection of shaving equipment E. All the above	E
25	Regarding scenario on slide - Where in this scenario is there an additional opportunity for implementing proper infection prevention practices?	<i>Open response</i>	Between steps 5 and 6, the CNA should have discarded the gloves and performed hand hygiene and then donned a new pair of gloves before starting to shave the resident.
27	Why should CNAs assist residents with nail care and shaving?	A. Prevent bacteria and fungal growth under nails B. To make residents feel good and improve appearance C. To promote cleanliness D. All the above	D

Pre- and Post-Training Questions

As time allows, use the pre- and post-training questions 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.

[Pre- and post-training questions with answer key in English](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module8NailCareShaving_PrePostQuestions.pdf)

[Pre- and post-training questions with answer key in Spanish](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module8NailCareShaving_PrePost_Spanish.pdf)

FAQ Discussion Prompts

Use the FAQ for this module to initiate further discussion among CNA.

[FAQ file in English](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module8NailCareShaving_FAQ.pdf)

[FAQ file in Spanish](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module8NailCareShaving_FAQ_Spanish.pdf)

Evaluating Your Training Program

Consider evaluating your training program to gauge progress, assess if trainings are successful, and to make plans for future trainings. Although evaluation occurs at the end of a training program, we encourage you to develop an evaluation plan early on to help guide training implementation. There are several ways to evaluate your training program:

- **Pre-/post-training questions:** Use the pre-/post-training questions to evaluate staff knowledge before and after each training session. Results of these tests can help facilitators determine which IPC concepts were well-understood during the training session and which need additional time or training. We suggest printing a copy of the pre- and post-training questions 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.
- **Adherence monitoring and feedback:** Regular monitoring with feedback of results to staff can improve adherence to IPC practices. Consider partnering with your infection prevention team to conduct regular adherence monitoring of select IPC practices (e.g., hand hygiene, Contact Precautions) both before and after IPC trainings are offered. [Access adherence monitoring tools on the HAI Program website](#) (www.cdph.ca.gov/Programs/CHCQ/HAI/Pages/MonitoringAdherenceToHCPracticesThatPreventInfection.aspx).
- **Process measures:** Track CNA/staff attendance at each training session to identify your reach. You may also record the number of trainings offered for each topic.
- **Outcome measures (e.g., infection rate, pressure ulcers, readmissions):** Measuring, e.g., infection rates over time can help evaluate the success of your training program. You may partner with your infection prevention team and other SNF staff who are responsible for collecting this information. This evaluation type may be especially useful for SNF experiencing uncontrolled transmission of certain pathogens and have implemented an IPC training program to help re-educate staff on core IPC practices.

Guidelines and Agreements for Use

We encourage you to use any part of the included training materials. Please note that public health educational materials such as slides, developed by staff who are funded with State or federal funds, are in the public domain. Therefore, no permission is needed to use or distribute any of the included materials; however, the acknowledgement is appreciated should you use

them as part of your training programs. Slides and recordings should not be altered, and both the CDPH and Project Firstline logos should not be used to create new materials.

Thank you!

Thank you for your interest in Project Firstline curriculum and your commitment to providing needed IPC training for your CNA. We hope this toolkit and implementation guide will help jumpstart or enhance your IPC training curricula for CNA.

For additional training implementation support, contact Project Firstline at ProjectFirstline@cdph.ca.gov.

Visit our webpage for more information and to access the toolkit elements and other [Project Firstline materials digitally](#).
(www.cdph.ca.gov/Programs/CHCQ/HAI/Pages/ProjectFirstline.aspx).

Sign up for HAI Program communications including Project Firstline's [CNA Today newsletter](#) (cdph-marketing.powerappsportals.com/HAI/HAI-Registration/).

Appendix A: Materials in English

Click the link for each appendix item to access the digital file.

Module 1: Standard Precautions

[Appendix 1.1 – Slides](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module1StandardPrecautions_CurriculumSlides.pdf)

[Appendix 1.2 – Embedded Knowledge Checks](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module1StandardPrecautionsKnowledgeChecks.pdf)

[Appendix 1.3 – Pre- and Post-Training Questions with Answer Key](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module1StandardPrecautionsPrePostQuestions.pdf)

[Appendix 1.4 – FAQ](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module1StandardPrecautions_FAQ.pdf)

[Appendix 1.5 – Promotional Materials](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module1aStandardPrecautions_PromotionalMaterial.pdf)

Module 2: Personal Protective Equipment

[Appendix 2.1 – Slides](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module2PPE_CurriculumSlides.pdf)

[Appendix 2.2 – Embedded Knowledge Checks](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module2PPE_KnowledgeChecks.pdf)

[Appendix 2.3 – Pre- and Post-Training Questions with Answer Key](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module2PPE_PrePostQuestions.pdf)

[Appendix 2.4 – FAQ](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module2PPE_FAQ.pdf)

[Appendix 2.5 – Promotional Materials](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module2aPPE_PromotionalMaterial.pdf)

Module 3: Environmental Cleaning and Disinfection

[Appendix 3.1 – Slides](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module3EVS_CurriculumSlides.pdf)

[Appendix 3.2 – Embedded Knowledge Checks](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module3EVS_KnowledgeChecks.pdf)

[Appendix 3.3 – Pre- and Post-Training Questions with Answer Key](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module3_EVS_PrePostQuestions.pdf)

[Appendix 3.4 – FAQ](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module3EVS_FAQ.pdf)

[Appendix 3.5 – Promotional Materials](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module3aEVS_PromotionalMaterial.pdf)

Module 4: Skin, Perineal, and Urinary Catheter Care

[Appendix 4.1 – Slides](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module4SkinPerinealUrinaryCatheterCare_CurriculumSlides.pdf)

[Appendix 4.2 – Embedded Knowledge Checks](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module4SkinPerinealUrinaryCatheter_KnowledgeChecks.pdf)

[Appendix 4.3 – Pre- and Post-Training Questions with Answer Key](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module4SkinPerinealUrinaryCatheterCare_PrePostQuestions.pdf)

[Appendix 4.4 – FAQ](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module4SkinPerinealUrinaryCatheterCare_FAQ.pdf)

[Appendix 4.5 – Promotional Materials](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module4aSkinPerinealUrinaryCatheterCare_PromotionalMaterial.pdf)

Module 5: Oral Care and Feeding

[Appendix 5.1 – Slides](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module5OralCareFeeding_CurriculumSlides.pdf)

[Appendix 5.2 – Embedded Knowledge Checks](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module5OralCareFeeding_KnowledgeChecks.pdf)

[Appendix 5.3 – Pre- and Post-Training Questions with Answer Key](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module5OralCareFeeding_PrePostQuestions.pdf)

[Appendix 5.4 – FAQ](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module5OralCareFeeding_FAQ.pdf)

[Appendix 5.5 – Promotional Materials](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module5aOralCareFeeding_PromotionalMaterial.pdf)

Module 6: Positioning and Transferring

[Appendix 6.1 – Slides](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module6PositioningTransferring_CurriculumSlides.pdf)

[Appendix 6.2 – Embedded Knowledge Checks](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module6PositioningTransferring_KnowledgeChecks.pdf)

[Appendix 6.3 – Pre- and Post-Training Questions with Answer Key](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module6PositioningTransferring_PrePostQuestions.pdf)

[Appendix 6.4 – FAQ](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module6PositioningTransferring_FAQ.pdf)

[Appendix 6.5 – Promotional Materials](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module6aPositioningTransferring_PromotionalMaterial.pdf)

Module 7: Bathing and Dressing

[Appendix 7.1 – Slides](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module7BathingDressing_CurriculumSlides.pdf)

[Appendix 7.2 – Embedded Knowledge Checks](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module7BathingDressing_KnowledgeChecks.pdf)

[Appendix 7.3 – Pre- and Post-Training Questions with Answer Key](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module7BathingDressingPrePostQuestions.pdf)

[Appendix 7.4 – FAQ](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module7BathingDressing_FAQ.pdf)

[Appendix 7.5 – Promotional Materials](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module7aBathingDressing_PromotionalMaterial.pdf)

Module 8: Providing Nail Care and Shaving

[Appendix 8.1 – Slides](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module8NailCareShaving_CurriculumSlides.pdf)

[Appendix 8.2 – Embedded Knowledge Checks](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module8NailCareShaving_KnowledgeChecks.pdf)

[Appendix 8.3 – Pre- and Post-Training Questions with Answer Key](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module8NailCareShaving_PrePostQuestions.pdf)

[Appendix 8.4 – FAQ](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module8NailCareShaving_FAQ.pdf)

[Appendix 8.5 – Promotional Materials](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module8aNailCareShaving_PromotionalMaterial.pdf)

Appendix B: Materials in Spanish

Click the link for each appendix item to access the digital file.

Module 1: Standard Precautions

[Appendix 1.1 – Slides](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module1StandardPrecautions_CurriculumSlides_Spanish.pdf)

[Appendix 1.2 – Embedded Knowledge Checks](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module1StandardPrecautionsKnowledgeChecks_Spanish.pdf)

[Appendix 1.3 – Pre- and Post-Training Questions with Answer Key](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module1StandardPrecautionsPrePost_Spanish.pdf)

[Appendix 1.4 – FAQ](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module1StandardPrecautionsFAQ_Spanish.pdf)

Module 2: Personal Protective Equipment

[Appendix 2.1 – Slides](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module2PPE_CurriculumSlides_Spanish.pdf)

[Appendix 2.2 – Embedded Knowledge Checks](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module2PPE_KnowledgeChecks_Spanish.pdf)

[Appendix 2.3 – Pre- and Post-Training Questions with Answer Key](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module2PPE%20_PrePost_Spanish.pdf)

[Appendix 2.4 – FAQ](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module2_PPE_FAQ_Spanish.pdf)

Module 3: Environmental Cleaning and Disinfection

[Appendix 3.1 – Slides](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module3EVS_CurriculumSlides_Spanish.pdf)

[Appendix 3.2 – Embedded Knowledge Checks](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module3EVS_KnowledgeChecks_Spanish.pdf)

[Appendix 3.3 – Pre- and Post-Training Questions with Answer Key](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module3EVS_PrePost_Spanish.pdf)

[Appendix 3.4 – FAQ](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module3_EVS_FAQ_Spanish.pdf)

Module 4: Skin, Perineal, and Urinary Catheter Care

[Appendix 4.1 – Slides](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module4SkinPerinealUrinaryCatheterCare_CurriculumSlides_Spanish.pdf)

[Appendix 4.2 – Embedded Knowledge Checks](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module4SkinPerinealUrinaryCatheter_KnowledgeChecks_Spanish.pdf)

[Appendix 4.3 – Pre- and Post-Training Questions with Answer Key](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module4SkinPerinealUrinaryCatheterCare_PrePost_Spanish.pdf)

[Appendix 4.4 – FAQ](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module4SkinPerinealUrinaryCatheterCare_FAQ_Spanish.pdf)

Module 5: Oral Care and Feeding

[Appendix 5.1 – Slides](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module5OralCareFeeding_CurriculumSlides_Spanish.pdf)

[Appendix 5.2 – Embedded Knowledge Checks](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module5OralCareFeeding_KnowledgeChecks_Spanish.pdf)

[Appendix 5.3 – Pre- and Post-Training Questions with Answer Key](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module5OralCareFeeding_PrePost_Spanish.pdf)

[Appendix 5.4 – FAQ](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module5OralCareFeeding_FAQ_Spanish.pdf)

Module 6: Positioning and Transferring

[Appendix 6.1 – Slides](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module6PositioningTransferring_CurriculumSlides_Spanish.pdf)

[Appendix 6.2 – Embedded Knowledge Checks](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module6PositioningTransferring_KnowledgeChecks_Spanish.pdf)

[Appendix 6.3 – Pre- and Post-Training Questions with Answer Key](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module6PositioningTransferring_PrePost_Spanish.pdf)

[Appendix 6.4 – FAQ](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module6PositioningTransferring_FAQ_Spanish.pdf)

Module 7: Bathing and Dressing

[Appendix 7.1 – Slides](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module7BathingDressing_CurriculumSlides_Spanish.pdf)

[Appendix 7.2 – Embedded Knowledge Checks](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module7BathingDressing_KnowledgeChecks_Spanish.pdf)

[Appendix 7.3 – Pre- and Post-Training Questions with Answer Key](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module7BathingDressing_PrePost_Spanish.pdf)

[Appendix 7.4 – FAQ](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module7BathingDressing_FAQ_Spanish.pdf)

Module 8: Providing Nail Care and Shaving

[Appendix 8.1 – Slides](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module8NailCareShaving_CurriculumSlides_Spanish.pdf)

[Appendix 8.2 – Embedded Knowledge Checks](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module8NailCareShaving_KnowledgeChecks_Spanish.pdf)

[Appendix 8.3 – Pre- and Post-Training Questions with Answer Key](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module8NailCareShaving_PrePost_Spanish.pdf)

[Appendix 8.4 – FAQ](#) (PDF)

(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module8NailCareShaving_FAQ_Spanish.pdf)