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

Updated January 2024

Contents

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 providers in skilled nursing facilities (SNF), including environmental services (EVS) staff.

EVS staff are an integral part of resident care and play a critical role in ensuring a safe environment of care for residents. Project Firstline directly engages EVS staff in an interactive and supportive training environment, empowering them to understand the *why*, and not just the *how,* of infection prevention. Through Project Firstline trainings, EVS staff will enhance their IPC knowledge to safely do their job and protect themselves, their fellow healthcare workers, and their residents.

In 2021-2022, the CDPH HAI Program launched a pilot training program among SNF in one county. Together with the participating EVS staff and the local health department (LHD), we further developed the content to better tailor to the learning needs of EVS staff. This Toolkit and Implementation Guide was developed to expand our reach and offer trainings more widely to EVS staff across California. We include recommendations and tools for SNF and LHD interested in implementing an IPC training program tailored to EVS staff 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 EVS staff with:

- Interactive learning sessions tailored to common EVS staff tasks, with opportunities to share best practices, challenges, and lessons learned in a peer-to-peer environment.
- Training materials and resources on the Project Firstline website.
- 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 EVS Staff
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:

- 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.
- 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/ProjectFirstlineEVSToolkit.aspx)

Plan Your Curriculum

The Project Firstline EVS staff trainings consist of 4 modules, each designed to provide 20-25 minutes of training content with optional post-training discussion (up to 75 minutes) using the *Instructor Checklist* files and post-training activities (up to 90 minutes) using the *Activity Cards* files to reinforce concepts learned in the presentations. All modules include prompt questions throughout to engage EVS staff in a conversation. 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.

☐ **Time training to meet EVS staff 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 every 3 weeks), or condense sessions over a shorter amount of time (e.g., one 2-hour session). 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 EVS staff 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.

☐ **Incorporate discussions and hands-on activities.** Use the Instructor Checklists and Activity Cards to engage in discussion and interactive hands-on activities with your EVS staff. Pick and choose which concepts and activities to use based on your staff's training needs. Suggested talking points and ways to prepare for activities are included in the files. Activity Cards also include printable worksheets and answer keys.

☐ **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.

All tools 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. Keep this a positive learning experience; we can see what we might have missed and should not use these trainings to point out an individual's poor technique. 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. Remember, you do not need to have all the answers; collaborate with and learn from your staff, have them provide possible solutions to barriers. They are the experts at their daily work and will have ideas to share. The Project Firstline curricula is an opportunity to have some fun and build trust with your staff while learning and reinforcing IPC concepts.

Example Training Schedules

Plan a training schedule that would 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
10 weeks	One 1-hour session every 3 weeks to allow time for applying concepts to practice: • 5 minutes for pre-test • 25-minute presentation covering 1 topic • 10 minutes for questions and discussion • 5 minutes for post-test • 15-minute activity	Skip the pre- and post-tests to allow for more discussion time.
4 weeks	One 1-hour session every week: • 5 minutes for pre-test • 25-minute presentation covering 1 topic • 10 minutes for questions and discussion • 5 minutes for post-test • 15-minute activity	Skip the pre- and post-tests to allow for more discussion time.
1 day	One 2-hour session: • 25-minute presentations covering each topic • 20 minutes for questions and discussion	This format can be used if there is an urgency to improve environmental cleaning and disinfection practices. Select a few slides from each module to shorten the presentation and allow more time for discussion or activities.

Training Modules

Training modules are stand-alone presentations that build upon each other. We recommend providing all four training modules to your staff in the order listed below, then using the modules in any order to provide follow-up training. Each section below includes a brief description, curriculum slides with presenter notes, pre- and post-training questions, an instructor checklist with demonstration prompts, and sample hands-on activities.

Module	Topic
1	Hand Hygiene
2	Understanding Disinfectants
3	Setting up an EVS Cart
4	Cleaning and Disinfection of a Resident Room

Module 1: Hand Hygiene

This course reviews the role of hand hygiene 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)
(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module1Hand%2
0Hygiene_CurriculumSlides.pdf)
Slides with speaker notes (PPT)
(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module1Hand%2
0Hygiene_CurriculumSlides.pptx)

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 (PDF)
(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module1HandHy
gienePrePostQuestions.pdf)

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)
(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module1HandHy
giene_InstructorChecklist.pdf)

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)
(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module1HandHy
giene_ActivityCards.pdf)

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)
(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module2
UnderstandingDisinfectants_CurriculumSlides.pdf)
Slides with speaker notes (PPT) (www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH Document
Library/PFL_Module2UnderstandingDisinfectants_CurriculumSlides.pptx)

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 (PDF)
(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module2Underst
andingDisinfectants_PrePostQuestions.pdf)

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)
(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module2Underst
andingDisinfectants_InstructorChecklist.pdf)

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)
(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module2Underst
andingDisinfectants_Activity%20Cards.pdf)

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)
(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module3Setting
UpaCart_CurriculumSlides.pdf)
Slides with speaker notes (PPT)
(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module3Setting
UpaCart_CurriculumSlides.pptx)

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 (PDF)
(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module3Setting
UpaCartPrePostQuestions.pdf)

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)
(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module3Setting
UpaCart_InstructorChecklists.pdf)

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)
(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module3Setting
UpaCart_ActivityCards.pdf)

Module 4: Cleaning and Disinfection of 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)
(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module4Cleanin
gDisinfection_CurriculumSlides.pdf)
Slides with speaker notes (PPT)
(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module4Cleanin
gDisinfection_CurriculumSlides.pptx)

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 (PDF)
(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module4Cleanin
gDisinfection_PrePostQuestions.pdf)

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)
(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module4Cleanin
gDisinfection_InstructorGuide.pdf)

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)
(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module4Cleanin
gDisinfection_Activity%20Cards.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- and post-training questions:** Use the pre- and 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/MonitoringAdherenceToHCPracticesTha
tPreventInfection.aspx).

☐ **Process measures:** Track EVS 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, 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 due to environmental contamination of

the resident room 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 commitment to providing needed IPC training to EVS staff. We hope this toolkit and implementation guide will help jumpstart or enhance your IPC training curricula for your EVS staff.

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 (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: Hand Hygiene
Appendix 1.1a – Slides (PDF)
(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module1Hand%20Hygiene_CurriculumSlides.pdf)
Appendix 1.1b –Slides with speaker notes (PPT)
(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module1Hand%20Hygiene_CurriculumSlides.pptx)
Appendix 1.2 – Pre- and Post-Training Questions with Answer Key (PDF)
(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module1HandHygienePrePostQuestions.pdf)
Appendix 1.3 – Instructor Checklist (PDF)
(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module1HandHygiene_InstructorChecklist.pdf)

Appendix 1.4 – Activity Cards and Worksheets (PDF)
(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module1HandHy
giene_ActivityCards.pdf)

Module 2: Understanding Disinfectants

Appendix 2.1a – Slides (PDF)
(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module2Underst
andingDisinfectants_CurriculumSlides.pdf)
Appendix 2.1b – Slides with speaker notes (PPT) (www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH
Document Library/PFL_Module2UnderstandingDisinfectants_CurriculumSlides.pptx)
Appendix 2.2 – Pre- and Post-Training Questions with Answer Key (PDF)
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andingDisinfectants_Activity%20Cards.pdf)

Module 3: Setting up an EVS Cart

Appendix 3.1a – Slides (PDF)
(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module3Setting
UpaCart_CurriculumSlides.pdf)
Appendix 3.1b – Slides with speaker notes (PPT)
(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module3Setting
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UpaCartPrePostQuestions.pdf)
Appendix 3.3 – Instructor Checklist (PDF)
(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module3Setting
UpaCart_InstructorChecklists.pdf)
Appendix 3.4 – Activity Cards and Worksheets (PDF)
(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module3Setting
UpaCart_ActivityCards.pdf)

Module 4: Cleaning and Disinfection of a Resident Room

Appendix 4.1a – Slides (PDF)
(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module4Cleanin
gDisinfection_CurriculumSlides.pdf)
Appendix 4.1b – Slides with speaker notes (PPT)
(www.cdph.ca.gov/Programs/CHCQ/HAI/CDPH%20Document%20Library/PFL_Module4Cleanin
gDisinfection_CurriculumSlides.pptx)

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gDisinfection_InstructorGuide.pdf)
Appendix 4.4 – Activity Cards and Worksheets (PDF)
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gDisinfection_Activity%20Cards.pdf)