

**WE
WILL**

**PREVENT INFECTIONS.
KNOW THE FACTS. TAKE ACTION.**

Indiana Healthcare Associated Infection Initiative

Environmental Cleaning Video Course

Leader's Guide

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Indiana State
Department of Health

About This Course

RECOMMENDED ACTIVITY

The guide is to support use of the Environmental Cleaning online module as part of an in-service program for small groups of staff. The goal of this guide is to assist the facilitator in presenting the online module and leading short discussions around environmental cleaning best practices at their facilities.

LEARNING OBJECTIVES

At the end of this course, participants will be able to:

- Explain why there is a need to maintain a clean environment to prevent the spread of infections.
- Describe how to correctly disinfect an environment to prevent the spread of *Clostridium difficile*.

PROCESS OVERVIEW

- This online course includes several video clips that explain how to correctly clean and disinfect a patient room. This guide provides additional explanations that you can use if you review the course as a group.
- For each screen in the course, there is a corresponding page in the guide with other facts relating to infection prevention or questions to ask the participants.

HOW TO USE THIS GUIDE

- Review the guide and the online course prior to the group session to make sure you understand how the course functions.
- Follow the suggestions in the guide for what you might say or ask. These are only suggestions; feel free to reword them to better fit your facility's needs.
- Know the training will be most effective if you add personal stories and illustrations to support the content. However, the basic content of the course should not be changed.
- Review the special **notes in red** that ask for details specific to your facility. You'll want to insert the answers into your copy of the guide to share with participants.

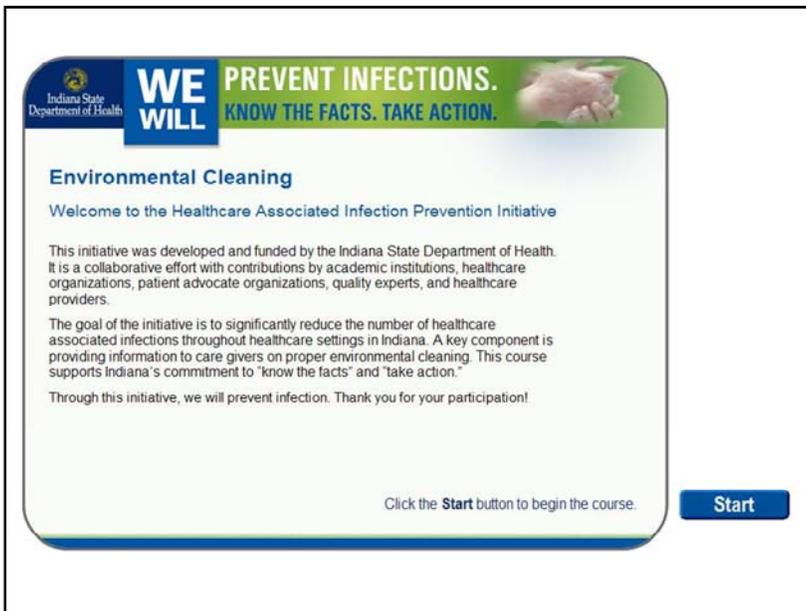
Preparing to Facilitate

MATERIALS CHECKLIST

	Item Description	Quantity Needed	Materials Location
1	Leader's Guide	1	
2	Online Course	1	Screens embedded in this guide
3	Pocket Environmental Cleaning Checklist	1 per participant	In the Tools section of the course

ROOM SET-UP

- The room set-up plays a critical role in the success of the session and helps to create a conducive learning environment for the participants. Set up your room keeping the following in mind:
 - If using rectangular tables, position tables in a “U” shape so that participants can see the front of the room without obstructions and position chairs around the U-shape table set-up.
 - If using round tables, position four tables so that participants can see the front of the room without obstructions and position chairs around each table for team seating.
 - Position screen, computer station, computer and LCD projector in the front of the room at the center.



Environmental Cleaning

Welcome to the Healthcare Associated Infection Prevention Initiative

This initiative was developed and funded by the Indiana State Department of Health. It is a collaborative effort with contributions by academic institutions, healthcare organizations, patient advocate organizations, quality experts, and healthcare providers.

The goal of the initiative is to significantly reduce the number of healthcare associated infections throughout healthcare settings in Indiana. A key component is providing information to care givers on proper environmental cleaning. This course supports Indiana's commitment to "know the facts" and "take action."

Through this initiative, we will prevent infection. Thank you for your participation!

Click the **Start** button to begin the course.

Description

Splash Screen

Total Time: 2 minutes

Key Points

- Facilitator introduction and welcome

Leader Notes

- **Note to Leader:** Make sure your speakers are on at this point. The next screen and the video screens all have audio you will need to broadcast to the group.
- **Welcome** participants to the Environmental Cleaning course.
- **Introduce** yourself to participants. Provide your personal experience in infection prevention and environmental services so participants know your background.
- **Explain** that the course is part of an initiative developed by the Indiana State Department of Health and coordinated by the University of Indianapolis Center for Aging and Community. The Indiana State Department of Health, in collaboration with other academic institutions, healthcare organizations, patient advocate organizations, quality experts, and healthcare providers, are dedicated to preventing infection.
- **Transition Statement:** "This course focuses on **one** of the essentials of infection prevention - maintain a clean environment. We'll watch several video segments and answer some discussion questions to give us a better understanding of how to disinfect to protect our patients, ourselves, and others."



Description

Course Welcome

Total Time: 2 minutes

Key Points

- The Five Essentials
- How this course fits

Leader Notes

- **Note to Leader:** Before the session begins, ensure you know how to navigate in the course. If you have any trouble, **click** the **Help** button in the upper right of the screen. It allows you to see details on how to move through the course.
- **Describe** the five essentials of infection prevention.
 - **Click** each essential and review the details.
- **Explain** that the focus of this course is on maintaining a clean environment to prevent infections, with specific emphasis on preventing the spread of *Clostridium difficile*.



Description

Video Menu

Total Time: 1 minute

Key Points

- Video menu for all video segments

Leader Notes

- **Note to Leader:** To return to this screen at any time, click **VIDEO MENU** in the left navigation of the course.
- Click **Your Role** or **Next** to play the video.

The screenshot shows a web-based video player interface. At the top, it features the 'WE WILL' logo and the slogan 'PREVENT INFECTIONS. KNOW THE FACTS. TAKE ACTION.' alongside the title 'Environmental Cleaning'. A sidebar on the left contains a 'Video Menu' with several options. The main area is titled 'Your Role Video' and contains a video player with a large play button. To the right of the video player, there is a small text box that says 'Click the Play button on the video to see a segment about your role in preventing infections.' At the bottom right of the video player, there are 'Back' and 'Next' buttons, with '3 of 21' indicating the current video's position in a series.

Description

Your Role Video

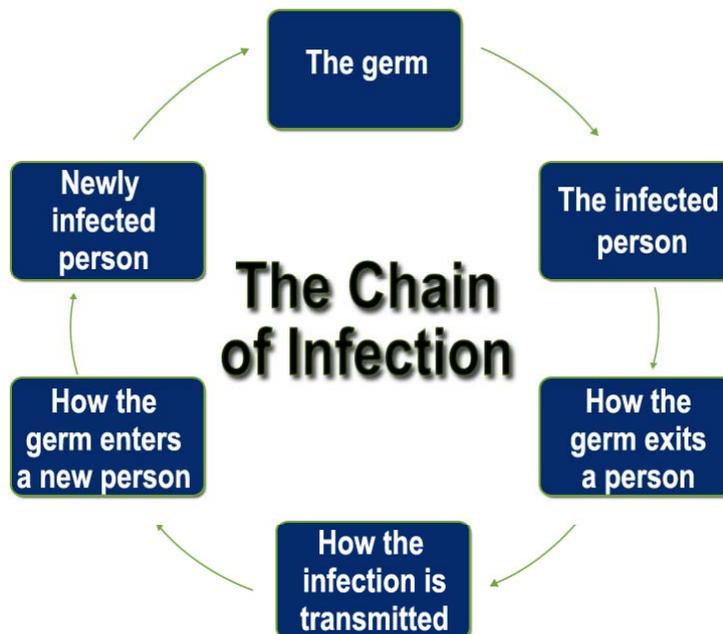
Total Time: 3 minutes

Key Points

- Why infection prevention is important

Leader Notes

- **Click** to play the video.
- **Note to Leader: Share** any statistics regarding *Clostridium difficile* from your facility. Connect them with statistics shared at the opening of the video.
- **Review** the steps of the chain of infection with participants. **Use** the graphic below to explain each step.



The screenshot shows a web-based learning interface. At the top, it features the 'WE WILL' logo and the slogan 'PREVENT INFECTIONS. KNOW THE FACTS. TAKE ACTION.' alongside an image of hands being washed. The main title is 'Environmental Cleaning'. A navigation menu on the left includes 'Video Menu', 'Your Role', 'Prepare to Clean', 'Clean & Disinfect', and 'Where to Clean'. The central content area is titled 'Question One' and asks: 'How is *Clostridium difficile* spread from patient to patient? Select all that apply.' Below the question are four checkboxes with corresponding options: 'Through saliva', 'Being near an infected person when they cough', 'From improper disposal of cleaning supplies', and 'By not following good hand hygiene'. A 'Check Answer' button is located below the options. At the bottom right of the question area, there are 'Back' and 'Next' buttons, with '4 of 21' indicating the current question number.

Description

Question One

Total Time: 1 minute

Key Points

- How *Clostridium difficile* spores are spread

Leader Notes

- **Ask** the question.
 - **Allow** participants to respond.
 - **Select** the response based on the agreement of the class.
- If they choose the **correct response**, discuss the onscreen feedback.
- If they choose the **incorrect response**, discuss the feedback and make sure they understand why their choice was incorrect.
- **Reinforce** how *Clostridium difficile* is spread and how improper disposal of cleaning supplies and not washing hands spreads germs.

The screenshot shows a web-based video player interface. At the top left is the Indiana State Department of Health logo and the 'WE WILL' slogan. The main header reads 'PREVENT INFECTIONS. KNOW THE FACTS. TAKE ACTION.' followed by 'Environmental Cleaning' and 'Prepare to Clean Video One'. A video player is centered, displaying a large play button. To the right of the video player, there is a text box that says 'Click the Play button on the video to see a segment about preparing to clean a room.' Below the video player are 'Back' and 'Next' buttons, with '5 of 21' in between. On the left side, there is a vertical navigation menu with options: 'Video Menu', 'Your Role', 'Prepare to Clean', 'Clean & Disinfect', and 'Where to Clean'.

Description

Prepare to Clean Video One

Total Time: 1 minute

Key Points

- Participants identify what Lisa does wrong

Leader Notes

- **Explain** that participants are about to watch Lisa prepare to clean a room the wrong way. Tell them to pay attention to what she does wrong.
- **Click** to play the video.
- **Transition Statement:** "Let's go over some of the things Lisa did wrong."

The screenshot shows a web-based learning interface. At the top, it features the 'WE WILL' logo and the slogan 'PREVENT INFECTIONS. KNOW THE FACTS. TAKE ACTION.' alongside a hand-washing image. The main title is 'Environmental Cleaning'. A navigation menu on the left includes 'Video Menu', 'Your Role', 'Prepare to Clean', 'Clean & Disinfect', and 'Where to Clean'. The central content area is titled 'Question Two' and asks, 'What did Lisa do wrong? Select all that apply.' It lists four options with checkboxes: 'She did not get all the supplies she needed.', 'She did not wear personal protective equipment.', 'She left the room without performing proper hand hygiene.', and 'She selected the wrong disinfectant.' A 'Check Answer' button is located below the options. At the bottom right, there are 'Back' and 'Next' buttons with '6 of 21' in between.

Description

Question Two

Total Time: 1 minute

Key Points

- The first steps are to gather the correct supplies and wear personal protective equipment

Leader Notes

- **Ask** the question.
 - **Allow** participants to respond.
 - **Select** the response based on the agreement of the class.
- If they choose the **correct response**, discuss the onscreen feedback.
- If they choose the **incorrect response**, discuss the feedback and make sure they understand why their choice was incorrect.
- **Emphasize** that all of the steps Lisa missed are very important in infection prevention.
- **Transition Statement:** “Infection prevention is very important, so you need to know how to do things the right way and avoid making the common errors that Lisa made.”



Description

Prepare to Clean Video Two

Total Time: 4 minutes

Key Points

- Preparing to clean the right way
- Recognizing isolation rooms

Leader Notes

- **Say:** “Let’s watch Lisa prepare the right way. Pay attention to what she does differently this time.”
- **Click** to play the video.
- **Ask:** “What did Lisa do differently this time around?”
 - **Discuss** responses.
- **Review** with participants where they can find the facility’s isolation plan.
- **Note to Leader:** Bring your facility’s isolation plan to show to participants.
- **Ask:** “How are isolation rooms identified here?”
- **Note to Leader:** If possible, bring an isolation tag with you to show participants. **Remind** them that they need to be able to recognize an isolation room first, *then* prepare to clean.
- **Note to Leader: Discuss** differences across facilities:
 - **Explain** how isolation tags may differ from what is shown in the video. **Ensure** participants know how to recognize isolation rooms at your facility.
 - **Emphasize** the type of cleaning solution used at your facility, especially if it is a bleach wipe. **Ensure** participants know how long the wipes’ disinfectant must be left on a surface to be effective.

The screenshot shows a web-based learning interface. At the top, it features the 'WE WILL' logo and the slogan 'PREVENT INFECTIONS. KNOW THE FACTS. TAKE ACTION.' alongside a hand-washing icon. The main title is 'Environmental Cleaning'. A navigation menu on the left includes 'Video Menu', 'Your Role', 'Prepare to Clean', 'Clean & Disinfect', and 'Where to Clean'. The central content area is titled 'Question Three' and asks: 'What is the correct ratio of bleach to water to kill the *Clostridium difficile* spores?'. Four radio button options are listed: 1:1, 1:2, 1:10, and 1:100. A 'Check Answer' button is positioned below the options. At the bottom right, there are 'Back' and 'Next' buttons, with '0 of 21' indicating the current question number.

Description

Question Three

Total Time: 1 minute

Key Points

- The correct bleach disinfectant solution to kill *Clostridium difficile*

Leader Notes

- **Ask** the question.
 - **Allow** participants to respond.
 - **Select** the response based on the agreement of the class.
- If they choose the **correct response**, discuss the onscreen feedback.
- If they choose the **incorrect response**, discuss the feedback and make sure they understand why their choice was incorrect.
- **Discuss** the correct ratio of bleach to water used to kill *Clostridium difficile*.
- **Note to Leader: Review** the quantity of bleach to water that you use in your facility. While it is a 1:10 solution, **explain** to participants that it may be different from the $\frac{1}{4}$ c to $2\frac{1}{4}$ c explained in the answer.

The screenshot shows a web-based learning interface. At the top, it features the 'WE WILL' logo and the slogan 'PREVENT INFECTIONS. KNOW THE FACTS. TAKE ACTION.' alongside a hand-washing icon. The main title is 'Environmental Cleaning'. A navigation menu on the left lists: Video Menu, Your Role, Prepare to Clean (highlighted), Clean & Disinfect, and Where to Clean. The central content area is titled 'Question Four' and asks, 'How long can *Clostridium difficile* spores live on surfaces?'. It provides four radio button options: 4 hours, 1 day, 1 month, and 5 months. A 'Check Answer' button is located below the options. At the bottom right, there are 'Back' and 'Next' buttons with '9 of 21' in between.

Description

Question Four

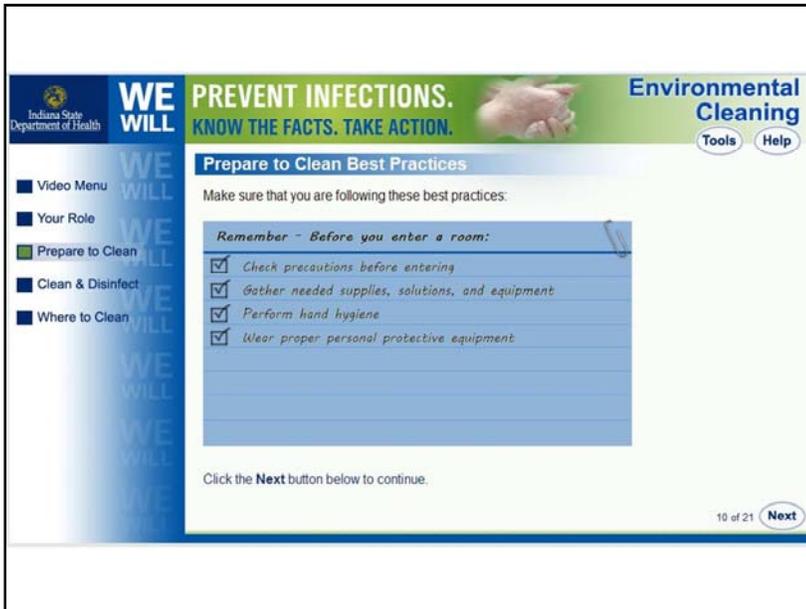
Total Time: 1 minute

Key Points

- *Clostridium difficile* can live on surfaces for up to 5 months

Leader Notes

- **Ask** the question.
 - **Allow** participants to respond.
 - **Select** the response based on the agreement of the class.
- If they choose the **correct response**, discuss the onscreen feedback.
- If they choose the **incorrect response**, discuss the feedback and make sure they understand why their choice was incorrect.
- **Discuss** the answer, five months, and **emphasize** the need to take action to prevent the spread of germs.



Description

Prepare to Clean Best Practices

Total Time: 1 minute

Key Points

- Best practices to follow when preparing to clean

Leader Notes

- **Review** the best practices with participants so they know what they should do before they enter a room.
- **Ask:** “Does anyone have any questions about the steps you should take to prepare to clean?”
 - **Answer** any questions participants have.
- **Transition Statement:** “Now that you know how to prepare to clean, let’s focus our attention on how to clean and disinfect a room.”



Description

Clean and Disinfect Video One

Total Time: 5 minutes

Key Points

- How to clean and disinfect the right way

Leader Notes

- **Click** to play the video.
- **Ask** participants what techniques they saw Lisa using.
- **Review** the techniques Lisa used and why they're important.
 - Greeting the patient and explaining why she's there.
 - Following unidirectional cleaning, moving around the room top to bottom, left to right.
 - Cleaning to remove visible dirt before disinfecting all surfaces.
 - Applying friction to thoroughly disinfect.
 - Disposing of dirty cleaning cloths.
 - Changing cleaning cloths between the bathroom and patient room.
 - Changing cleaning cloths when they are visibly dirty.
- **Note to Leader: Explain** the difference between cleaning and disinfecting to participants.
- **Discuss** the importance of keeping the disinfectant solution germ-free. Environmental services staff should never dip a used cloth into a bucket of disinfectant or touch the spray nozzle of the bottle with a used cleaning cloth. Those actions contaminate the disinfectant and only spread germs.
- **Note to Leader:** If your facility does not use disposable cleaning cloths, **review** with participants what they need to do with used cloths to prevent the spread of infection.
- **Transition Statement:** "We'll answer a few questions about what we saw, then watch Lisa finish her cleaning routine."

The screenshot shows a web-based learning interface. At the top, it features the 'WE WILL' logo and the slogan 'PREVENT INFECTIONS. KNOW THE FACTS. TAKE ACTION.' alongside an image of hands being washed. The main heading is 'Environmental Cleaning' with 'Tools' and 'Help' buttons. A sidebar on the left lists navigation options: 'Video Menu', 'Your Role', 'Prepare to Clean', 'Clean & Disinfect' (highlighted), and 'Where to Clean'. The central content area is titled 'Question Five' and asks: 'You have mixed a 1:10 bleach solution. How long do you need to leave the disinfectant on a surface to kill *Clostridium difficile* spores?'. The options are radio buttons for '1 minute', '2 minutes', '5 minutes', and '7 minutes'. A 'Check Answer' button is located below the options. At the bottom right of the question area, there are 'Back' and 'Next' buttons with '12 of 21' in between.

Description

Question Five

Total Time: 1 minute

Key Points

- Disinfectant needs to remain wet on the surface for 1 minute to kill *Clostridium difficile* spores

Leader Notes

- **Ask** the question.
 - **Allow** participants to respond.
 - **Select** the response based on the agreement of the class.
- If they choose the **correct response**, discuss the onscreen feedback.
- If they choose the **incorrect response**, discuss the feedback and make sure they understand why their choice was incorrect.
- **Discuss** the appropriate answer which is allowing the bleach to remain on the surface for 1 minute.
- **Note to Leader: Explain** that the length of time varies if bleach wipes are used. **Discuss** what's used at your facility and the recommended amount of time the bleach should be left on a surface.



Description

Clean and Disinfect Video Two

Total Time: 4 minutes

Key Points

- Taking appropriate precautions before leaving a room to prevent infection

Leader Notes

- **Click** to play the video.
- **Ask:** “What did you notice Lisa doing in this video?”
 - **Allow** participants to respond. Possible responses include:
 - Disinfecting her cleaning supplies.
 - Disposing of her used personal protective equipment.
 - Following proper hand hygiene.
 - Removing the used cloths and trash when she left the room.
- **Review** the proper steps for removing personal protective equipment.
- **Note to Leader:** Consider bringing a set of personal protective equipment with you and having a volunteer demonstrate proper removal.
- **Emphasize** that Lisa puts a new glove on one hand, so she can hold the trash bag when she exits.
- **Ask:** “How do her actions prevent the spread of infections?”
 - **Discuss** responses.
- **Note to Leader:** If a participant asks about the cleaning solution being near the patient's water container, explain that it is always within sight of the environmental services staff and only remains on the table while Lisa is cleaning it. Emphasize that it is best to keep the cleaning solutions out of the reach of patients.
- **Note to Leader:** Discuss with participants the fact that they should not remove their personal protective equipment near the patient; instead, they should be next to the trashcan or linen container where they will dispose of it.

The screenshot shows a web-based learning interface. At the top, it features the 'WE WILL' logo and the slogan 'PREVENT INFECTIONS. KNOW THE FACTS. TAKE ACTION.' alongside a hand-washing icon. The main title is 'Environmental Cleaning'. A navigation menu on the left includes 'Video Menu', 'Your Role', 'Prepare to Clean', 'Clean & Disinfect' (highlighted), and 'Where to Clean'. The central content area displays 'Question Six' with the text: 'It is important to allow the germicidal bleach solution to air dry when cleaning.' Below this text are two radio button options: 'True' and 'False'. A 'Check Answer' button is positioned below the options. At the bottom right of the content area, there are 'Back' and 'Next' buttons, with '14 of 21' indicating the current question number.

Description

Question Six

Total Time: 1 minute

Key Points

- Necessity of bleach solution air drying

Leader Notes

- **Ask** the question.
 - **Allow** participants to respond.
 - **Select** the response based on the agreement of the class.
- If they choose the **correct response**, discuss the onscreen feedback.
- If they choose the **incorrect response**, discuss the feedback and make sure they understand why their choice was incorrect.
- **Discuss** why it's important to allow the germicidal bleach solution to disinfect the surfaces.

The screenshot shows a web-based learning interface. At the top left is the Indiana State Department of Health logo and the slogan 'WE WILL PREVENT INFECTIONS. KNOW THE FACTS. TAKE ACTION.' The main title is 'Environmental Cleaning' with 'Tools' and 'Help' buttons. A sidebar on the left lists navigation options: Video Menu, Your Role, Prepare to Clean, Clean & Disinfect (highlighted), and Where to Clean. The main content area is titled 'Question Seven' and contains the text: 'You have applied the disinfectant to every surface and let the bleach solution air dry. What should you do next?' Below this are four radio button options: 'Wash your hands.', 'Disinfect cleaning equipment.', 'Remove your personal protective equipment.', and 'Leave the room.' A 'Check Answer' button is positioned below the options. At the bottom right of the content area are 'Back' and 'Next' buttons, with '15 of 21' in between.

Description

Question Seven

Total Time: 1 minute

Key Points

- Proper precautions to complete before leaving the patient's room.

Leader Notes

- **Ask** the question.
 - **Allow** participants to respond.
 - **Select** the response based on the agreement of the class.
- If they choose the **correct response**, discuss the onscreen feedback.
- If they choose the **incorrect response**, discuss the feedback and make sure they understand why their choice was incorrect.
- **Discuss** the appropriate answer and reinforce why disinfecting their supplies and other actions are important.
- **Emphasize** that disinfecting the cleaning equipment keeps the germs from being accidentally spread by environmental services from room to room in a facility.

The screenshot shows a web-based learning interface. At the top, it features the 'WE WILL' logo and the slogan 'PREVENT INFECTIONS. KNOW THE FACTS. TAKE ACTION.' alongside a hand-washing icon. The main title is 'Environmental Cleaning'. A sidebar on the left lists navigation options: 'Video Menu', 'Your Role', 'Prepare to Clean', 'Clean & Disinfect' (highlighted), and 'Where to Clean'. The central content area is titled 'Question Eight' and contains the following text: 'Lisa just finished cleaning Mr. Wright's room. Now she needs to clean Mrs. Timm's room. Which supplies should not be reused in Mrs. Timm's room?'. Below the text are four radio button options: 'The bleach solution', 'The mop', 'The cloths', and 'The cart'. A 'Check Answer' button is positioned below the options. At the bottom right of the question area, there are 'Back' and 'Next' buttons with '16 of 21' in between.

Description

Question Eight

Total Time: 1 minute

Key Points

- Clean and disinfect any equipment that will be used in another room

Leader Notes

- **Ask** the question.
 - **Allow** participants to respond.
 - **Select** the response based on the agreement of the class.
- If they choose the **correct response**, discuss the onscreen feedback.
- If they choose the **incorrect response**, discuss the feedback and make sure they understand why their choice was incorrect.
- **Discuss** that:
 - The cloths cannot be reused because they have been exposed to germs.
 - The mop head must also be changed before the mop can be used in a different room.
- **Ask:** “Before we move on to the next video, what questions do you have about precautions to take when leaving the room?”
 - **Address** questions as needed.
- **Transition Statement:** “Let’s focus on what to clean in the room. We want to ensure we’ve cleaned all the high-touch areas.”

The screenshot shows a web-based video player interface. At the top, there is a header with the 'WE WILL' logo and the text 'PREVENT INFECTIONS. KNOW THE FACTS. TAKE ACTION.' followed by 'Environmental Cleaning'. Below the header is a navigation menu with options: 'Video Menu', 'Your Role', 'Prepare to Clean', 'Clean & Disinfect', and 'Where to Clean'. The main area contains a video player with a large play button and a progress bar. To the right of the video player, there is a text box that says: 'Click the Play button on the video to see a segment about the high touch areas you need to pay attention to when you clean.' At the bottom right of the video player, there are 'Back' and 'Next' buttons, with '17 of 21' in between.

Description

Where to Clean Video

Total Time: 2 minutes

Key Points

- What to clean
- Identification of high-touch surfaces

Leader Notes

- **Ask:** “What’s a high touch surface?”
- **Discuss** briefly the participants responses and **explain** why these surfaces are important to clean to prevent infection.
- **Click** to play the video.
- **List** all of the high-touch surfaces:
 - Horizontal surfaces: overbed tables, nightstands, window sills
 - Telephones
 - Call buttons
 - Bed rails
 - Chairs: arms and seats
 - Bedside commodes
 - Water pitchers
 - Television remotes
 - Light switches
 - Door knobs
 - Blood pressure cuffs
 - Sinks: faucets, backsplashes
 - Paper towel dispensers

The screenshot shows a web-based learning interface. At the top, it features the 'WE WILL' logo and the slogan 'PREVENT INFECTIONS. KNOW THE FACTS. TAKE ACTION.' alongside a hand-washing icon. The main heading is 'Environmental Cleaning'. A navigation menu on the left includes 'Video Menu', 'Your Role', 'Prepare to Clean', 'Clean & Disinfect', and 'Where to Clean'. The central content area displays 'Question Nine' with the text: 'Based on research studies, which item in the room typically has the most germs?'. Below this are four radio button options: 'Toilet seat', 'Computer keyboard', 'Telephone', and 'Table top'. A 'Check Answer' button is positioned below the options. At the bottom right of the question area, there are 'Back' and 'Next' buttons with '18 of 21' in between.

Description

Question Nine

Total Time: 1 minute

Key Points

- Sometimes the dirtiest object in a room isn't obvious.
- All frequently touched areas must be cleaned

Leader Notes

- **Ask** the question.
 - **Allow** participants to respond.
 - **Select** the response based on the agreement of the class.
- If they choose the **correct response**, discuss the onscreen feedback.
- If they choose the **incorrect response**, discuss the feedback and make sure they understand why their choice was incorrect.
- **Discuss** the order of the germiest objects in a room in the feedback.
- **Ask:** "Is anyone surprised by this answer?"
- **Emphasize** the importance of cleaning frequently touched surfaces even when you don't think the object is dirty.

The screenshot shows a video menu interface. At the top left is the Indiana State Department of Health logo and the slogan 'WE WILL PREVENT INFECTIONS. KNOW THE FACTS. TAKE ACTION.' with an image of hands being washed. The main title is 'Environmental Cleaning' with 'Tools' and 'Help' buttons. A sidebar on the left lists menu items: 'Video Menu', 'Your Role', 'Prepare to Clean', 'Clean & Disinfect', and 'Where to Clean'. The main content area is titled 'Cleaning Best Practices' and includes the instruction 'Make sure that you are following these best practices:'. Below this is a checklist titled 'Remember - While cleaning the room:' with eight items, each with a checked box: 'Clean, then disinfect', 'Clean surfaces in one direction (unidirectional) top to bottom and left to right', 'Change cleaning cloth when soiled, do not reuse', 'Change cleaning cloth after using it in the bathroom', 'Pay special attention to all "high touch" surfaces', 'Be careful not to contaminate your equipment, solutions, or supplies', 'Allow solution to air dry on all surfaces', and 'Dispose of soiled supplies properly'. At the bottom, it says 'Click the Next button below to continue.' and has 'Back 19 of 21 Next' buttons.

Description

Cleaning Best Practices

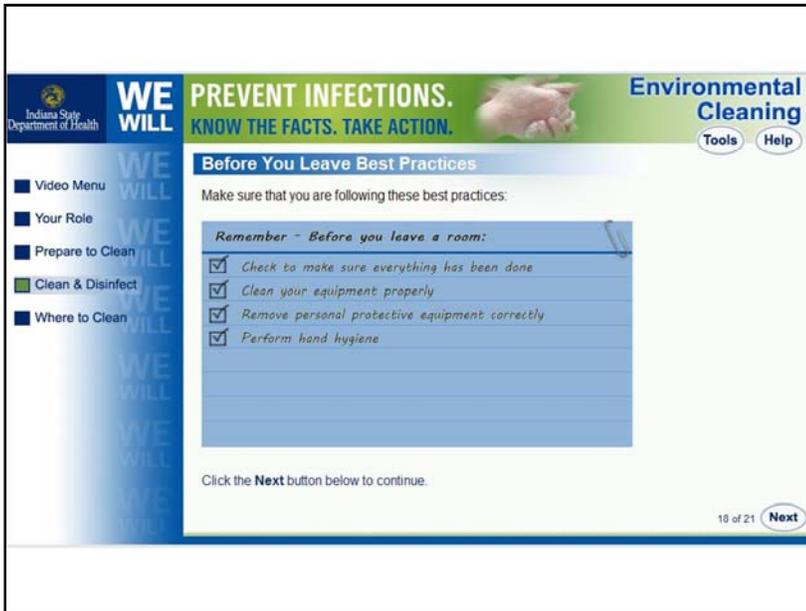
Total Time: 1 minute

Key Points

- Cleaning the room

Leader Notes

- **Review** the best practices for cleaning a room. **Emphasize** the high touch surface areas that participants should focus on.
- **Explain** that at the end of the session, you will give participants an environmental checklist that will help them remember the best practices for cleaning.



Description

Before You Leave Best Practices

Total Time: 1 minute

Key Points

- Preparing to exit an isolation room

Leader Notes

- **Review** the best practices participants should follow before they leave an isolation room.
- **Transition Statement:** “Now that we know where to clean, let’s do one final review.”

Indiana State Department of Health

WE WILL PREVENT INFECTIONS. KNOW THE FACTS. TAKE ACTION.

Environmental Cleaning

Tools Help

Course Conclusion

Congratulations!

Through the video and questions, you now have information you need to help maintain a clean and healthy environment at your facility. You know the facts and can take action to prevent the spread of *Clostridium difficile* and other infections.

You can return to this course at any time and review the videos. Simply click Video Menu in the left navigation to see the available videos.

Back 21 of 21

Description

Course Conclusion

Total Time: 2 minutes

Key Points

- Review key points

Leader Notes

- **Review** key points and **share** your closing thoughts.
- **Ask:** “What questions or thoughts would you like to share before we end our class today?”
- **Discuss** final thoughts or questions as appropriate.
- **Hand out** the pocket environmental cleaning checklists.
- **Thank** participants for their participation.
- **Note to Leader: Explain** any follow up that will take place in your facility.