



HEALTHCARE SCIENCE

COURSE: 25.561 Nursing Essentials

UNIT: 4.1 Infection Control



INTRODUCTION

Annotation:

The student will research, describe and demonstrate infection control practices by applying principles of transmission-based precautions to clinical setting scenarios. Students may also have the opportunity to apply principles in a clinical setting.

Grade(s):

<input type="checkbox"/>	9 th
<input type="checkbox"/>	10 th
<input checked="" type="checkbox"/>	11 th
<input checked="" type="checkbox"/>	12 th

Time:

Five 50 minute periods

Author:

Delores Smith

Additional Author(s):

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

HS-NE-9:

The student will describe and demonstrate infection control practices

- a. Use correct medical aseptic hand washing techniques
- b. Use standard precautions when providing care.
- c. Use isolation precautions correctly when providing care.
- d. Apply and remove Personal Protective Equipment (PPE) correctly
- e. Demonstrate sterile technique.

CTAE-FS-7:

Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance

GPS Academic Standards:

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

- The impact of nosocomial infections on healthcare systems
- OSHA guidelines
- The purpose of PPE
- The impact of sterile technique and its importance

Essential Questions:

- What are nosocomial infections and how are they prevented?
- How do I prevent the spread of infections?

Knowledge from this Unit:

- Aseptic techniques
- Sterile technique
- The purpose of PPE equipment

Skills from this Unit:



ASSESSMENT(S)

Assessment Method Type:

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
- ☐ Group project
- ☐ Individual project
- ☒ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☐ Observe students working with partners
 - ☐ Observe students role playing
- ☒ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☐ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☐ Partner and small group discussions
 - ☐ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

Written test: Infection control Quiz

Assessment(s) Description/Directions:

Directions on Quiz

Attachments for Assessment(s):

- Written scenarios
- Infection Control Quiz



LEARNING EXPERIENCES

Sequence of Instruction**1. Identify the Standards. Standards should be posted in the classroom for each lesson.**

HS-NE-9: The student will describe and demonstrate infection control practices

CTAE-FS-7: Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance

2. Review Essential Questions.

- What are nosocomial infections and how are they prevented?
- How do I prevent the spread of infections?

3. Identify and review the unit vocabulary.**4. Assessment Activity.**

Instructor:

- Review infection control unit with multimedia presentation for Nursing Assistants
- Review chain of infection concept
- Explain the principles and practices of surgical asepsis
- Discuss MRSA and Clostridium difficile as examples of nosocomial infections
- Discuss and review appropriate use of PPE

- Assign students scenarios that are disease based; have students use the internet to research appropriate isolation precautions to use with patients with this disease process. (role-play in simulated clinical lab)
- Demonstrate sterile techniques for donning and removing sterile gloves and opening sterile packages
- Show video clips of surgical procedures
- Have students go to this website and take the interactive quiz, games also available on type of isolation for specific infectious diseases <http://www.studystack.com/studytable-36499%20belt>

Student:

- Students will discuss key terms and review infection control unit for Nursing Assistants
- Review the “Medical Asepsis” section of the “Basic Principles” s
- Research and review Infection control magazine article describing the seven keys of asepsis.
- http://www.infectioncontroltoday.com/articles/406/406_351bpract.html
- Review information on isolation techniques.
- Research assigned scenario for appropriate precautions, follow steps in providing care for a simulated resident with an infectious disease based on research
- Perform check-off skills using the appropriate PPE in specific scenarios as assigned.
- Perform check off for donning and removing sterile gloves and opening sterile packages.

Attachments for Learning Experiences:

Notes & Reflections:

- Utilize common infectious diseases for students to use in role play clinical simulations.
- Allow the students to be creative such as make appropriate signs for patients unit once they have determined the organism involved and the appropriate PPE and isolation requirement for the case.
- The Case studies are group assignments



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Donning and Removing gown and gloves, Sterile Gloves, Opening a Sterile Pack,
Skills check-off for PPE

Culminating Unit Performance Task Description/Directions/Differentiated

Students should check-off using all items of PPE to include gloves, gowns, goggles, masks, Hepa filtered mask, and shoe covers.

Attachments for Culminating Performance Task

- Role play rubric
- Skills check-off rubric



UNIT RESOURCES

Web Resources:

- http://www.infectioncontrolday.com/articles/406/406_351bpract.html
- <http://www.cdc.gov/>
- [Search www.google.com](#)

Attachment(s):

Materials & Equipment:

What 21st Century Technology was used in this unit:

<input type="checkbox"/>	Slide Show Software
<input type="checkbox"/>	Interactive Whiteboard
<input type="checkbox"/>	Student Response System
<input type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input type="checkbox"/>	Email

<input type="checkbox"/>	Graphing Software
<input type="checkbox"/>	Calculator
<input type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input checked="" type="checkbox"/>	Website

<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker