



Project Firstline Session Plans

Topic Nine: Hand Hygiene

Contents

Overview of Sessions	1
Facilitator Instructions	1
Choose Your Session	1
Session Materials	1
Using the Materials	2
Conducting a Session	2
Educational Content Outline	3
Sessions at a Glance	4
60-Minute Session Plan	5
1. Session Start	5
2. Agenda, Learning Objectives, and Introductions	5
3. Video and Discussion: Germs, Surfaces, and Hands	9
4. Breakout Groups and Discussion	11
5. Reflection and Wrap-Up	14
After the Session	16
20-Minute Session Plan	17
1. Session Start	17
2. Agenda, Learning Objectives, and Setting the Context	17
3. Video and Discussion: Germs, Surfaces, and Hands	20
4. Reflection and Wrap-Up	23
After the Session	24
10-Minute Session Plan	25
1. Session Start	25
2. Agenda, Learning Objectives, and Setting the Context	25
3. Video and Discussion: Germs, Surfaces, and Hands	27
4. Reflection and Wrap-Up	29
After the Session	30
Appendix: Content Outlines	31

Overview of Sessions

The following Session Plans for **Topic Nine: Hand Hygiene** are to help guide you, as a provider of the Project Firstline training, with the necessary support to use Project Firstline materials to create well-rounded training events and educate your audience about infection control.

Facilitator Instructions

Choose Your Session

There are three different session lengths for you to choose from based on time available for training:

- 60 minutes (e.g., dedicated training session)
- 20 minutes (e.g., “Lunch and Learn” or agenda add-on)
- 10 minutes (e.g., “micro-learning” or agenda add-on)

Due to time constraints, the 10- and 20-minute sessions will have less opportunity for interactive discussion. We invite you to extend sessions for greater engagement whenever possible. We have also provided recommendations for using chat functions and other activities to draw your audience into the materials when you are limited to only a short amount of time.

These time lengths are not intended to be prescriptive and are instead provided simply as a tool that you may tailor to best match your specific audience and needs. When you schedule your session, use your knowledge of your audience’s availability and learning needs to adapt these materials as needed.

Session Materials

- Three different Session Plans: 60 minutes, 20 minutes, and 10 minutes
- Corresponding PowerPoint slide decks: 60 minutes, 20 minutes, and 10 minutes
- Links to CDC’s Project Firstline videos: *Inside Infection Control: Episode 6, How Do Viruses Spread from Surfaces to People?* and *Episode 21, Do We Really Have to Talk About Hand Hygiene? Again? Yes!*

Using the Materials

The sample materials are presented in sequence. You may, however, mix and match content to meet participant needs. Following are things to know:

- Use the plans and slides as guides for your presentation.
- The slide numbers in the Session Plans correspond to the companion slide decks provided.
- We encourage you to customize the look and feel of the presentations and to adapt the facilitator script to better match your own voice and audience.
- The time recommendations are provided simply as a guide for the minimum amount of time needed for each section. We encourage you to take more time, as needed, with specific sections.

Conducting a Session

Schedule and announce the sessions according to your organization's needs and requirements.

Each session should include, at a minimum:

- Specific learning objectives
- Presentation of core content
- Opportunities to understand and engage with the key messages for each topic

Each session should also give participants the opportunity to learn more, to understand and connect internally with the content, and to act on their learning and engage with others.

Additional guidance for facilitators and information about other topics covered in the series are provided in the Project Firstline Facilitator Toolkit Guide.

Educational Content Outline

Topic Nine: Hand Hygiene

Content Summary: Hand hygiene is important in healthcare because it reduces the spread of germs from you to patients and the environment, and from patients and the environment to you.

Inside Infection Control Videos:

[Episode 21: Do We Really Have to Talk About Hand Hygiene? Again? Yes!](#)

Inside Infection Control Video Content Outlines: For reference, [content outlines](#) for the video are provided as an appendix to this document.

Learning Objectives

- Describe two (2) reasons why having clean hands is especially important in healthcare.
 - ▶ In healthcare, patients are ill, weak, and at higher risk of infection.
 - ▶ In healthcare, we are likely to come into contact with blood, body fluids, and other things that may be carrying germs.
- Discuss two (2) reasons why hands are a main way that germs can spread in the environment.
 - ▶ We use our hands and touch many things throughout the day.
 - ▶ Some parts of the hand make it easier for germs to grow.

Sessions at a Glance

Topic Nine:

Hand Hygiene

Session Plans and When to Use:

- 60 minutes (e.g., dedicated training session)
- 20 minutes (e.g., “Lunch and Learn” or agenda add-on)
- 10 minutes (e.g., “micro-learning” or agenda add-on)

Format:

- Online, synchronous

Special Supplies:

- Registration list
- Participant booklet
- Session feedback form
- Timekeeper



60-Minute Session Plan

1. Session Start



Slide 1: Opening Slide

Participants log in and get settled.

2. Agenda, Learning Objectives, and Introductions



10 minutes



Slide 2: Agenda



Facilitator Notes

- Welcome
- Housekeeping, either orally or via chat
 - ▶ If needed, additional notes specific to the platform you're using (e.g., how to "raise your hand," how to post questions)
- Overview of agenda
- If this session is part of an ongoing series, you may choose to say, "welcome back," "thank you for joining us again," etc.



Sample Script

"Welcome to Project Firstline. Over the next hour, we'll focus on the importance of hand hygiene in healthcare. Please keep your videos on, to the extent possible, and keep your microphone muted when you are not contributing to the discussion. It's great to see you all here today!"

"Today we'll discuss the importance of having clean hands in healthcare, review how and why germs can be spread by hands, and practice supporting good hand hygiene practices at work. We'll also have an opportunity to reflect before we wrap up for the day."



Slide 3: Learning Objectives



Facilitator Notes

Provide an overview of the session's learning objectives.



Sample Script

"Here is what we expect we will learn today. By the end of today's training, you will be able to describe why it's so important for those of us in healthcare to have clean hands. You'll also be able to describe why hands are a main way that germs can spread in the environment."



Slide 4: Introductions



Facilitator Notes

- These questions will give you a better understanding of your participants' backgrounds, experience, and level of knowledge.
- Tailor your slide delivery for the virtual format and platform, and the number of participants:
 - ▶ You may wish to call on participants individually.
 - ▶ You may wish to add role- or facility-specific questions to the introductions.
 - ▶ If you have a large group, you may decide to skip oral introductions and use the chat.
 - ▶ If your group meets regularly, you may wish to skip or shorten the introductions, or use a different "icebreaker" approach.
- Be sure to introduce yourself and anyone who is assisting you.



Sample Script

"Let's take a minute to get to know each other. Please share in 30 seconds or less your name and your role at work. I'll start. My name is ..."



Slide 5: Definitions



Facilitator Notes

- Either allow time for participants to read the definition themselves or read it aloud.
“Hand Hygiene means cleaning your hands by using either handwashing (washing hands with soap and water), antiseptic hand wash, antiseptic hand rub (i.e., alcohol-based hand sanitizer including foam or gel), or surgical hand antisepsis.”
- **CDC source for the definition:** <https://www.cdc.gov/handhygiene/providers/index.html>
- Establish that hand hygiene, or cleaning your hands, includes both washing hands with soap and water and using alcohol-based hand sanitizer.
 - ▶ You may choose to ask participants to share their reactions orally, via chat, or both.



Sample Script

“Before we get started, let’s review a definition of hand hygiene. Go ahead and read the definition to yourself.”

(Pause as participants read.)

“We talk about hand hygiene – the simpler way to say it is just ‘cleaning your hands!’ – and not ‘washing your hands.’ **Does anyone have an idea why?”**

(Pause for responses.)

“Right. It’s because hand hygiene includes washing your hands with soap and water and using alcohol-based hand sanitizer.”



Slide 6: Share Your Current Practice



Facilitator Notes

- Invite participants to estimate how many times they clean their hands during their workday.
- Depending on your platform, you could use hand-raising, thumbs-up, or the chat function.

- Ask participants how many times they clean their hands in increasing amounts until you find the one(s) with the highest count.
 - ▶ This activity is meant to serve as an ice-breaker and introduction; it is not meant to make anyone feel embarrassed that they do not clean their hands enough!
- You could choose to ask participants to share some examples of when they clean their hands during a workday.



Sample Script

"We all recognize and appreciate the importance of hand hygiene. We hear it all the time: wash your hands! Even before COVID-19, hand hygiene was a big part of our daily lives in healthcare. **But did you ever stop to think about how often you clean your hands, either by washing with soap and water, or by using alcohol-based hand sanitizer?**

"Spend a few minutes reflecting on your average day and try to count the number of times you clean your hands on the job. You can use the blank pages in your participant booklet if you'd like to keep a tally. When you have your estimate, use the hand-raising feature to let me know you're ready."

(Pause for 1-2 minutes as participants reflect.)

"Great. It looks like everyone is ready. Let's see who has the highest count! **Who cleans their hands more than 10 times a day during work?"**

(Pause for responses.)

"How about 20 times per workday?"

(Pause for responses. Continue in this way until you find the individual who has the highest estimate.)

"Wow! And if we factored in cleaning our hands before and after our workdays, the numbers would get even higher! **So, you may ask, why talk about hand hygiene again?"**

3. Video and Discussion: Germs, Surfaces, and Hands



20 minutes (video 5:30)



Slide 7: Germs Can Spread From Surfaces



Facilitator Notes

- While this graphic provides an overview of how viruses can spread from surfaces to people, for more information, you can also share Episode 6 of *Inside Infection Control: How Do Viruses Spread from Surfaces to People?* bit.ly/SurfaceToPeopleSpread
- The [Content Outline](#) for this video episode is provided at the end of this document for your reference.
- CDC sources for statistics about healthcare provider hand hygiene compliance: **Hand Hygiene in Healthcare Settings | CDC** (<https://www.cdc.gov/handhygiene/index.html>) and **Show Me the Science | Hand Hygiene | CDC** (<https://www.cdc.gov/handhygiene/science/index.html>).
 - ▶ You may choose to research specific rates for your audience.



Sample Script

“Germs are everywhere, and we can spread them, without knowing it, to other surfaces, things, and people. In healthcare, you are likely to come into contact with things that carry germs, like respiratory droplets, saliva, blood, and waste, and you’re more likely to touch patients at risk for bad infections.

“In this graphic, we see a patient who is ill and coughing, with respiratory droplets traveling into the air and landing on surfaces, where the healthcare worker picks them up with her hands and, unfortunately, carries the germs to her eyes. The healthcare worker could also easily carry the germs to her nose or mouth while or after removing her mask.

“As a quick reminder, if we touch something that has germs on it with our hands and then touch our eyes, mouth, or nose, without cleaning our hands first, we could get sick. If we touch something with germs on it, and then touch something else without cleaning our hands first, we can spread germs that can be picked up by someone else. This is how a lot of germs spread in healthcare – not just viruses.

“That’s why cleaning our hands is such an important part of infection control.

“Let’s hear more about how hand hygiene can help from the CDC’s Dr. Carlson.”



Slide 8: Episode 21: Do We Really Have to Talk About Hand Hygiene? Again? Yes!



Facilitator Notes

- Access the video here:

CDC Website: <https://www.cdc.gov/infectioncontrol/projectfirstline/videos/EP21-Hands-LowRes.mp4>



- OR

Project Firstline YouTube Playlist: <https://www.youtube.com/watch?v=n1oqVM-N3j8>



Slide 9: Discussion



Facilitator Notes

- Invite participants to share what they learned, either orally or in the chat.
- The main takeaway from this discussion should be that hospital staff touch a lot of items during the day, so being diligent about hand hygiene matters. You may wish to use the following talking points, and additional points from the [Content Outline](#) for this video, to confirm participant responses:
 - ▶ Nursing staff touch up to 15 different surfaces during a single patient interaction.
 - ▶ For the average nurse, that's 912 different surfaces during a 12-hour shift.
 - ▶ Every one of those surfaces has germs on it, so it makes sense that cleaning your hands and using gloves correctly are so important.
- This slide uses animations. After the discussion, advance the slide to reveal the text in bold.



Sample Script

“Hearing Dr. Carlson talk about a nurse’s workday, and the number of surfaces that are touched, what did we learn?”

(Pause for responses. Reveal text in bold.)

“That’s right. To sum up, healthcare workers touch a lot of things during their workday, so being diligent about hand hygiene is really important. But even though we all know how important it is to clean our hands to keep germs from spreading, studies show that on average, healthcare providers clean their hands less than half of the times they should.

“We might need to clean our hands as many as 100 times per 12-hour shift, depending on the number of patients and intensity of care” (Source: <https://www.cdc.gov/handhygiene/science/index.html>).



Slide 10: Discussion



Facilitator Notes

- Invite volunteers to share their reactions and reflections.
- You may also wish to refer to the [Content Outline](#) for the video episode, which is provided at the end of this document, for points to emphasize.
- The main takeaway from this discussion is that it is especially easy for germs to grow in certain parts of the hand.
- This slide uses animations. After the discussion, use the animation to reveal the text in bold.



Sample Script

“I’d love to hear your thoughts about hand hygiene. **Did anything from the video stand out as particularly important about hand hygiene in healthcare?**”

(Pause for responses. Reveal text in bold.)

“To recap, some parts of the hand make it easier for germs to grow, like between fingers, under the fingernails, and in breaks in the skin, such as a rash or cut. So, we need to be very careful to clean our hands – and those parts in particular – very well.”

4. Breakout Groups and Discussion



20 minutes



Slide 11: Breakout Groups



Facilitator Notes

- Use breakout rooms appropriate to your virtual platform to divide participants into four groups, and task each with exploring a scenario involving hand hygiene in healthcare.
 - ▶ As needed, provide instructions related to the breakout room format, such as how to ask questions.
 - ▶ Inform the groups that they have 10 minutes to work together.
 - ▶ Ask each group to identify a spokesperson who will be willing to share the group's ideas when everyone reconvenes.
 - ▶ If applicable and possible, try to create groupings of participants who haven't yet had an opportunity to speak together during the training.
- Groups 1 and 2: In patient care environments, you notice a supervisor who never washes their hands after removing gloves.
- Groups 3 and 4: You notice a colleague who seems to leave their phone everywhere. On the floor, on the counter, at the nurses' station, in patient rooms, and on other high-touch surfaces.
- After the small groups have gathered, depending on your virtual platform, you may use the broadcast message feature or another means to send reminders of the scenarios, how much time is remaining, etc. You may also choose to "visit" each group to encourage conversation and to hear their thoughts.
- Use your chime or timekeeper to warn participants when they have 2 minutes remaining.



Sample Script

"Now let's dig a little deeper and talk about hand hygiene in practice. We all know how important it is to have clean hands, but it can be challenging to stay vigilant all the time – for many reasons.

"We're going to break into small groups, and each will be given a scenario to explore. As a group, talk through your scenario, and brainstorm together on a strategy that you could employ if you found yourself in this same situation.

"You'll have 10 minutes to work. Two groups will discuss each scenario, and when we reconvene, we'll compare our answers. Please decide on one person from your group to report out the group's ideas! I'll give you a warning when you have 2 minutes left."



Slide 12: Report Out



Facilitator Notes

- After 10 minutes, reconvene the groups.
- In turn, invite one person from each group to share their strategies for addressing the scenario. After each group's report, acknowledge the strategies named.
- After the presentations, lead a group discussion of the commonalities and differences across the strategies.
 - ▶ You may choose for participants to respond orally, in the chat, or both.
- Building on the commonalities and differences observed, ask the group to reflect on any new ideas that might be helpful in their daily work.



Sample Script

"I can't wait to hear about your discussions! Let's start with scenario 1."

(Ask Groups 1 and 2 to share the strategies they discussed. Acknowledge and react to their reports.)

"**That was interesting, wasn't it?** Now let's talk about scenario 2."

(Ask Groups 3 and 4 to share the strategies they discussed. Acknowledge and react to their reports.)

"I heard some common themes across your strategies – and some different ideas, too. **Does anyone want to share what they noticed?**"

(Pause for responses.)

"Great! **Did anyone hear something that would be helpful to you at work, maybe a new idea?**"

(Pause for responses.)



Slide 13: Strategies



Facilitator Notes

- Use this slide to recap the discussion and share online resources from the CDC about hand hygiene. You can share the links in the chat as well.
 - ▶ **Clean Hands Count for Healthcare Providers:** <https://www.cdc.gov/handhygiene/providers/index.html>

- ▶ **Clean Hands Count for Patients:** <https://www.cdc.gov/handhygiene/patients/index.html>
- ▶ **Clean Hands Save Lives:** <https://www.cdc.gov/handwashing/index.html>
*Community-Focused resource



Sample Script

“The groups did a great job of sharing good, useful strategies. To recap, if you are unsure what to do, you can always talk with your supervisor or colleagues. The CDC also has a lot of resources about hand hygiene. They have materials for healthcare providers and healthcare settings, as well as materials for the community that may help you.”

5. Reflection and Wrap-Up



10 minutes



Slide 14: Reflection



Facilitator Notes

Invite participants to share what they learned during the session.



Sample Script

“Let’s use our last few minutes together to reflect on what we’ve learned and think about how we can put what we’ve learned into practice.”



Slide 15: Personal Reflection



Facilitator Notes

- Encourage participants to consider the questions on the slide, and to write their thoughts in their Participant Booklets if they wish. The questions on the slide are:
 - ▶ In what instances do you find it easy to consistently practice good hand hygiene? Celebrate this success! Is there something you could do for yourself to honor this achievement?

- ▶ Can you identify opportunities for improvement? What could you do to make hand hygiene easier in these instances?
- Allow 2-3 minutes for this reflection and then use your gentle chime or timekeeper to reconvene the group.



Sample Script

“Let’s conclude with an opportunity for personal assessment. On the slide you’ll see some questions. Please spend a few moments considering these questions. This is entirely for you, and I won’t ask you to share your reflections.”

(Allow 2-3 minutes of quiet time, then reconvene the group.)



Slide 16: Questions?



Facilitator Notes

- Invite additional, remaining questions.
- If the answers are information that is already included in this session, please respond.
- If the questions address content that is not covered in this session, please do not attempt to answer. Instead, take note of the questions and consult with CDC resources to follow up with answers after the session.



Sample Script

“Thank you all for your time today! **Does anyone have any questions still remaining?**”

(Address questions as appropriate.)

“Thank you for sharing those questions. Project Firstline is actively collecting your questions to help inform more training resources as they’re developed. I’ve written them down, and I will get back to you with responses.”



Slide 17: Resources and Future Training Sessions



Facilitator Notes

- Share additional resources from Project Firstline and CDC.
- Explain how participants can reach you, by the means of your choosing, and how they can reach Project Firstline.

- If this session is part of a series, you may choose to describe the themes of upcoming sessions.



Sample Script

“We covered a lot today, and there is still more to learn. You can keep exploring these topics on your own using the resources on this slide. You can also follow us on social media. I will stay on the line for a few minutes after our session ends and will be happy to discuss any other questions!”

(If this session is part of a series) “Next time, we will cover [insert next training topic].”



Slide 18: Feedback Form



Facilitator Notes

Explain how to access the Feedback Form.



Sample Script

“And, finally, please let us know how you enjoyed today’s session by completing the feedback form. Thanks again for joining us today.”

After the Session



Send list of participant questions compiled during this session to ProjectFirstline@cdc.gov.



20-Minute Session Plan

1. Session Start



Slide 1: Opening Slide

Participants log in and get settled.

2. Agenda, Learning Objectives, and Setting the Context



6 minutes



Slide 2: Agenda



Facilitator Notes

- Welcome
- Housekeeping, either orally or via chat
 - ▶ If needed, additional notes specific to the platform you're using (e.g., how to "raise your hand," how to post questions)
- Overview of agenda
- If this session is part of an ongoing series, you may choose to say "welcome back," "thank you for joining us again," etc.



Sample Script

"Welcome to Project Firstline. Over the next 20 minutes, we'll focus on the importance of hand hygiene in healthcare. Please keep your videos on, to the extent possible, and keep your microphone muted when you are not contributing to the discussion. It's great to see you all here today!

"Today we'll discuss the importance of having clean hands in healthcare, review how and why germs can be spread by hands, and practice supporting good hand hygiene practices at work. We'll also have an opportunity to reflect before we wrap up for the day."



Slide 3: Learning Objectives



Facilitator Notes

Provide an overview of the session's learning objectives.



Sample Script

"Here is what we expect we will learn today. By the end of today's training, you will be able to describe why it's so important for those of us in healthcare to have clean hands. You'll also be able to describe why hands are a main way that germs can spread in the environment."



Slide 4: Definitions



Facilitator Notes

- Either allow time for participants to read the definition themselves or read it aloud.

"Hand Hygiene means cleaning your hands by using either handwashing (washing hands with soap and water), antiseptic hand wash, antiseptic hand rub (i.e., alcohol-based hand sanitizer including foam or gel), or surgical hand antiseptics."

- **CDC source for the definition:** <https://www.cdc.gov/handhygiene/providers/index.html>
- Establish that hand hygiene, or cleaning your hands, includes both washing hands with soap and water and using alcohol-based hand sanitizer.
 - ▶ You may choose to ask participants to share their reactions orally, via chat, or both.



Sample Script

"Before we get started, let's review a definition of hand hygiene. Go ahead and read the definition to yourself."

(Pause as participants read.)

"We talk about hand hygiene – the simpler way to say it is just 'cleaning your hands!' – and not 'washing your hands.' **Does anyone have an idea why?**"

(Pause for responses.)

"Right. It's because hand hygiene includes washing your hands with soap and water and using alcohol-based hand sanitizer."



Slide 5: Share Your Current Practice



Facilitator Notes

- Invite participants to estimate how many times they clean their hands during their workday.
- Depending on your platform, you could use hand-raising, thumbs-up, or the chat function.
- Ask participants how many times they clean their hands in increasing amounts until you find the one(s) with the highest count.
 - ▶ This activity is meant to serve as an ice-breaker and introduction; it is not meant to make anyone feel embarrassed that they do not clean their hands enough!
- You could choose to ask participants to share some examples of when they clean their hands during a workday.



Sample Script

“We all recognize and appreciate the importance of hand hygiene. We hear it all the time: wash your hands! Even before COVID-19, hand hygiene was a big part of our daily lives in healthcare. **But did you ever stop to think about how often you clean your hands, either by washing with soap and water, or by using alcohol-based hand sanitizer?**”

“Spend a few minutes reflecting on your average day and try to count the number of times you clean your hands on the job. You can use the blank pages in your participant booklet if you’d like to keep a tally. When you have your estimate, use the hand-raising feature to let me know you’re ready.”

(Pause for 1 minute as participants reflect.)

“Great. It looks like everyone is ready. Let’s see who has the highest count! **Who cleans their hands more than 10 times a day during work?**”

(Pause for responses.)

“**How about 20 times per workday?**”

(Pause for responses. Continue in this way until you find the individual who has the highest estimate.)

“Wow! And if we factored in cleaning our hands before and after our workdays, the numbers would get even higher! **So, you may ask, why talk about hand hygiene again?**”

3. Video and Discussion: Germs, Surfaces, and Hands



11 minutes (video 5:30)



Slide 6: Germs Can Spread From Surfaces



Facilitator Notes

- While this graphic provides an overview of how viruses can spread from surfaces to people, for more information, you can also share Episode 6 of *Inside Infection Control: How Do Viruses Spread from Surfaces to People?* bit.ly/SurfaceToPeopleSpread
- The [Content Outline](#) for this video episode is provided at the end of this document for your reference.
- CDC sources for statistics about healthcare provider hand hygiene compliance: **Hand Hygiene in Healthcare Settings | CDC** (<https://www.cdc.gov/handhygiene/index.html>) and **Show Me the Science | Hand Hygiene | CDC** (<https://www.cdc.gov/handhygiene/science/index.html>).
 - ▶ You may choose to research specific rates for your audience.



Sample Script

“Germs are everywhere, and we can spread them, without knowing it, to other surfaces, things, and people. In healthcare, you are likely to come into contact with things that carry germs, like respiratory droplets, saliva, blood, and waste, and you’re more likely to touch patients at risk for bad infections.

“In this graphic, we see a patient who is ill and coughing, with respiratory droplets traveling into the air and landing on surfaces, where the healthcare worker picks them up with her hands and, unfortunately, carries the germs to her eyes. The healthcare worker could also easily carry the germs to her nose or mouth while or after removing her mask.

“As a quick reminder, if we touch something that has germs on it with our hands and then touch our eyes, mouth, or nose without cleaning our hands first, we could get sick. If we touch something with germs on it, and then touch something else without cleaning our hands first, we can spread germs that can be picked up by someone else. This is how a lot of germs spread in healthcare – not just viruses.

“That’s why cleaning our hands is such an important part of infection control.

“Let’s hear more about how hand hygiene can help from the CDC’s Dr. Carlson.”



Slide 7: Episode 21: Do We Really Have to Talk About Hand Hygiene? Again? Yes!



Facilitator Notes

- Access the video here:

CDC Website: <https://www.cdc.gov/infectioncontrol/projectfirstline/videos/EP21-Hands-LowRes.mp4>



- OR

Project Firstline YouTube Playlist: <https://www.youtube.com/watch?v=n1oqVM-N3j8>



Slide 8: Discussion



Facilitator Notes

- Invite participants to share what they learned, either orally or in the chat.
- The main takeaway from this discussion should be that hospital staff touch a lot of items during the day, so being diligent about hand hygiene matters. You may wish to use the following talking points, and additional points from the [Content Outline](#) for this video, to confirm participant responses:
 - ▶ Nursing staff touch up to 15 different surfaces during a single patient interaction.
 - ▶ For the average nurse, that's 912 different surfaces during a 12-hour shift.
 - ▶ Every one of those surfaces has germs on it, so it makes sense that cleaning your hands and using gloves correctly are so important.
 - ▶ Additional data and information can be found from CDC resources: <https://www.cdc.gov/handhygiene/science/index.html>
- This slide uses animations. After the discussion, advance the slide to reveal the text in bold.



Sample Script

"Hearing Dr. Carlson talk about a nurse's workday, and the number of surfaces that are touched, what did we learn?"

(Pause for responses. Reveal text in bold.)

“That’s right. Healthcare workers touch a lot of things during their workday, so being diligent about hand hygiene is really important. But even though we all know how important it is to clean our hands to keep germs from spreading, studies show that on average, healthcare providers clean their hands less than half of the times they should.

“We might need to clean our hands as many as 100 times per 12-hour shift, depending on the number of patients and intensity of care.”



Slide 9: Discussion



Facilitator Notes

- Invite volunteers to share their reactions and reflections.
 - ▶ You may choose for them to respond orally, or via chat.
 - ▶ If time allows, you may consider capturing their responses, either on a new slide or in the chat.
- Where applicable, link their responses to points in the video. You may also wish to refer to the [Content Outline](#) for the video episode, which is provided at the end of this document, for points to emphasize.



Sample Script

“I’d love to hear your thoughts and experiences. **Are there points in your workday when it’s challenging to clean your hands when you should, or when you notice your coworkers having challenges? What could you do to address the challenges?**”

(Pause for responses. Acknowledge and affirm responses.)

4. Reflection and Wrap-Up



3 minutes



Slide 10: Reflection



Facilitator Notes

Encourage participants to reflect on the content of the session, and how they will put their knowledge into practice.



Sample Script

“Let’s use our last few minutes together to reflect on what we’ve learned and think about how we can put what we’ve learned into practice.”



Slide 11: Questions?



Facilitator Notes

- Encourage participants to reflect on possible strategies from the session that they could use at work, either to support good hand hygiene among others or to improve their own practices.
- Invite additional, remaining questions.
- If the answers are information that is already included in this session, please respond.
- If the questions address content that is not covered in this session, please do not attempt to answer. Instead, take note of the questions and consult with CDC resources to follow up with answers after the session.



Sample Script

“Do you have any ideas for possible strategies to use on the job to support good hand hygiene practices – either for yourself, or for others? Would anyone care to share their ideas?”

(Pause for reflection and responses.)

“Thank you for your ideas, and thank you all for your time today! **Does anyone have any questions still remaining?**”

(Address questions as appropriate.)

“Thank you for sharing those questions. Project Firstline is actively collecting your questions to help inform more training resources as they’re developed. I’ve written them down, and I will get back to you with responses.”



Slide 12: Resources and Future Training Sessions



Facilitator Notes

- Share additional resources from Project Firstline and CDC.
- Explain how participants can reach you, by the means of your choosing, and how they can reach Project Firstline.
- If this session is part of a series, you may choose to describe the themes of upcoming sessions.



Sample Script

“We covered a lot today, and there is still more to learn. You can keep exploring these topics on your own using the resources on this slide. The CDC also has a lot of resources about hand hygiene. They have materials for healthcare providers and healthcare settings, as well as materials for the community that may help you. You can also follow us on social media. I will stay on the line for a few minutes after our session ends and will be happy to discuss any other questions!”

(If this session is part of a series) “Next time, we will cover [insert next training topic].”



Slide 13: Feedback Form



Facilitator Notes

Explain how to access the Feedback Form.

Sample Script

“And, finally, please let us know how you enjoyed today’s session by completing the feedback form. Thanks again for joining us today.”

After the Session



Send list of participant questions compiled during this session to ProjectFirstline@cdc.gov.



10-Minute Session Plan

1. Session Start



Slide 1: Opening Slide

Participants log in and get settled.

2. Agenda, Learning Objectives, and Setting the Context



Slide 2: Agenda



Facilitator Notes

- Welcome
- Housekeeping, either orally or via chat
 - ▶ If needed, additional notes specific to the platform you're using (e.g., how to "raise your hand," how to post questions)
- Overview of agenda
- If this session is part of an ongoing series, you may choose to say, "welcome back," "thank you for joining us again," etc.



Sample Script

"Welcome to Project Firstline. Over the next 10 minutes, we'll focus on the importance of hand hygiene in healthcare. Please keep your videos on, to the extent possible, and keep your microphone muted when you are not contributing to the discussion. It's great to see you all here today!

"Today we'll discuss the importance of having clean hands in healthcare, review how and why germs can be spread by hands, and practice supporting good hand hygiene practices at work."



Slide 3: Learning Objectives



Facilitator Notes

Provide an overview of the session's learning objectives.



Sample Script

"Here is what we expect we will learn today. By the end of today's training, you will be able to describe why it's so important for those of us in healthcare to have clean hands. You'll also be able to describe why hands are a main way that germs can spread in the environment."



Slide 4: Definitions



Facilitator Notes

- Either allow time for participants to read the definition themselves or read it aloud.

"Hand Hygiene means cleaning your hands by using either handwashing (washing hands with soap and water), antiseptic hand wash, antiseptic hand rub (i.e., alcohol-based hand sanitizer including foam or gel), or surgical hand antisepsis."

- **CDC source for the definition:** <https://www.cdc.gov/handhygiene/providers/index.html>
- Establish that hand hygiene, or cleaning your hands, includes both washing hands with soap and water and using alcohol-based hand sanitizer.
 - ▶ You may choose to ask participants to share their reactions orally, via chat, or both.



Sample Script

"Before we get started, let's review a definition of hand hygiene. Go ahead and read the definition to yourself."

(Pause as participants read.)

"We talk about hand hygiene – the simpler way to say it is just 'cleaning your hands!' – and not 'washing your hands.' **Does anyone have an idea why?"**

(Pause for responses.)

"Right. It's because hand hygiene includes washing your hands with soap and water and using alcohol-based hand sanitizer."

3. Video and Discussion: Germs, Surfaces, and Hands



Slide 5: Germs Can Spread From Surfaces



Facilitator Notes

- While this graphic provides an overview of how viruses can spread from surfaces to people, for more information, you can also share Episode 6 of *Inside Infection Control: How Do Viruses Spread from Surfaces to People?* bit.ly/SurfaceToPeopleSpread
- The [Content Outline](#) for this video episode is provided at the end of this document for your reference.
- CDC sources for statistics about healthcare provider hand hygiene compliance: **Hand Hygiene in Healthcare Settings | CDC** (<https://www.cdc.gov/handhygiene/index.html>) and **Show Me the Science | Hand Hygiene | CDC** (<https://www.cdc.gov/handhygiene/science/index.html>).
 - ▶ You may choose to research specific rates for your audience.



Sample Script

“Germs are everywhere, and we can spread them, without knowing it, to other surfaces, things, and people. In healthcare, you are likely to come into contact with things that carry germs, like respiratory droplets, saliva, blood, and waste, and you’re more likely to touch patients at risk for bad infections.

“In this graphic, we see a patient who is ill and coughing, with respiratory droplets traveling into the air and landing on surfaces, where the healthcare worker picks them up with her hands and, unfortunately, carries the germs to her eyes. The healthcare worker could also easily carry the germs to her nose or mouth while or after removing her mask.

“As a quick reminder, if we touch something that has germs on it with our hands and then touch our eyes, mouth, or nose, without cleaning our hands first, we could get sick. If we touch something with germs on it, and then touch something else without cleaning our hands first, we can spread germs that can be picked up by someone else. This is how a lot of germs spread in healthcare – not just viruses.

“That’s why cleaning our hands is such an important part of infection control.

“Let’s hear more about how hand hygiene can help from the CDC’s Dr. Carlson.”



Slide 6: Episode 21: Do We Really Have to Talk About Hand Hygiene? Again? Yes!



Facilitator Notes

- Access the video here:

CDC Website: <https://www.cdc.gov/infectioncontrol/projectfirstline/videos/EP21-Hands-LowRes.mp4>



- OR

Project Firstline YouTube Playlist: <https://www.youtube.com/watch?v=n1oqVM-N3j8>



Slide 7: Key Takeaways



Facilitator Notes

- Summarize key takeaways from the video.
- You may wish to refer to the [Content Outline](#) for this episode for additional key points.



Sample Script

“To sum up, healthcare workers touch a lot of things during their workday, so being diligent about hand hygiene is really important. For example, nursing staff touch up to 15 different surfaces during a single patient interaction – adding up to over 900 surfaces in the average 12-hour shift. Every one of those surfaces has germs on it, so it makes sense that cleaning your hands and using gloves correctly is so important. But even though we all know how important it is to clean our hands to keep germs from spreading, especially to our patients who may be at risk for infection, studies show that on average, healthcare providers clean their hands less than half of the times they should.

“The other key takeaway is that some parts of the hand make it easier for germs to grow, like between fingers, under the fingernails, and in breaks in the skin, such as a rash or cut. Viruses, bacteria, and fungi can all stick to your hands and be carried around the environment and spread to surfaces, devices, and people. So, we need to be very careful to clean our hands – and those parts in particular – very well.”

4. Reflection and Wrap-Up



Slide 8: Reflection



Facilitator Notes

Encourage participants to reflect on the content of the session, and how they will put their knowledge into practice.



Sample Script

“Let’s use our last few minutes together to reflect on what we’ve learned and think about how we can put what we’ve learned into practice.”



Slide 9: Resources and Future Training Sessions



Facilitator Notes

- Share additional resources from Project Firstline and CDC.
- Explain how participants can reach you, by the means of your choosing, and how they can reach Project Firstline.
- If this session is part of a series, you may choose to describe the themes of upcoming sessions.



Sample Script

“We covered a lot today, and there is still more to learn. You can keep exploring these topics on your own using the resources on this slide. The CDC also has a lot of resources about hand hygiene. They have materials for healthcare providers and healthcare settings, as well as materials for the community that may help you. You can also follow us on social media. I will stay on the line for a few minutes after our session ends and will be happy to discuss any other questions!”

(If this session is part of a series) “Next time, we will cover [insert next training topic].”



Slide 10: Feedback Form



Facilitator Notes

Explain how to access the Feedback Form.



Sample Script

“And, finally, please let us know how you enjoyed today’s session by completing the feedback form. Thanks again for joining us today.”

After the Session



Send list of participant questions compiled during this session to ProjectFirstline@cdc.gov.

Appendix: Content Outlines



Episode 6 Title: *How Do Viruses Spread from Surfaces to People?*

Content summary: How can the virus be transmitted on surfaces?

Topic: Contact and Fomite Transmission

Learning Objectives

After viewing this video, participants will be able to:

- Describe two (2) ways viruses can spread from surfaces to people.
 - ▶ When respiratory droplets fall on the surface
 - ▶ When an infected person touches their eyes, nose, or mouth and then touches the surface
- Explain one (1) reason why good hand hygiene and environmental cleaning are important to keep germs from spreading in healthcare.

Key Educational Takeaways

- Another way you can get sick with COVID-19 is if you touch something that has live SARS-CoV-2 virus on it, and then touch your face without cleaning your hands first.
- Virus can get on surfaces when respiratory droplets land on those surfaces.
- Virus can also get on surfaces when body fluids from an infected person – like spit and snot – get onto things nearby.

Content Outline

- We get sick with COVID-19 when the virus SARS-CoV-2 gets to our nose, mouth, or eyes.
 - ▶ The main way this happens is by breathing in respiratory droplets that have been breathed out by someone who's infected, or when the respiratory droplets land on our eyes.
 - ▶ The virus can also be carried to our mouth, nose, and eyes if we touch something that has live virus on it, and then touch our face without cleaning our hands first.
- Live virus can land on surfaces in different ways.
- When respiratory droplets are breathed out, some of the really tiny-sized droplets will be carried away by the air and travel wherever the air currents are flowing.
- Many of those droplets won't travel very far in the air, but will instead start falling downward.
- When the droplets fall, they will land on things that are nearby, like patient beds, tables, waiting room chairs, desks, our clothes, and more.

- Once the droplets land on something, the virus in them can survive for a little while – not long for most surfaces, but long enough for someone to touch the surface and get the virus onto their hands.
- From our hands, the virus can get into our body if we touch our face without cleaning our hands first.
- Virus can also get onto surfaces when an infected person touches their eyes, nose, or mouth and gets virus on their hands, and then touches another surface, leaving virus on that surface that someone else can pick up on their hands and carry to their face, or to another surface.
- In healthcare, body fluids – including spit and snot – can get onto things near a patient. If anyone touches those surfaces and doesn't clean their hands, they can spread virus around that way, to themselves, to other surfaces, and to other people.
- Understanding how viruses spread on surfaces helps show why good hand hygiene and good cleaning of the environment are important for infection control, so viruses and other germs don't spread.



Episode 21 Title: *Do We Really Have to Talk About Hand Hygiene? Again? Yes!*

Content summary: Cleaning your hands reduces the spread of germs from you to patients and the environment, and from patients and the environment to you.

Topic: Hand Hygiene

Learning Objectives

After viewing this video, participants will be able to:

- Describe two (2) reasons why having clean hands is especially important in healthcare.
 - ▶ In healthcare, patients are ill, weak, and at higher risk of infection.
 - ▶ In healthcare, we are likely to come into contact with blood, body fluids, and other things that may be carrying germs.
- Discuss two (2) reasons why hands are a main way that germs can spread in the environment.
 - ▶ We use our hands and touch many surfaces throughout the day.
 - ▶ Some parts of the hands make it easier for germs to grow.

Key Educational Takeaways

- Hand hygiene is important in healthcare because cleaning your hands reduces the spread of germs from you to patients and the environment, and from patients and the environment to you.
- Germs are everywhere, and we touch a lot of things with our hands throughout the day.
- Hand hygiene, or cleaning your hands, is especially important in healthcare because patients are at higher risk of infection, and because in healthcare we are likely to come into contact with blood, body fluids, and other things that may be carrying germs.
- Hands spread germs not only because they are used frequently, but also because some parts of the hands make it easier for germs to grow, including between the fingers, under the fingernails, and when there are breaks in the skin.
- Germs found on hands may include viruses, bacteria, and fungi.

Content Outline

- Hand hygiene is important in healthcare because cleaning your hands reduces the spread of germs, both from you to patients and the environment, and from patients and the environment to you.
- Every day, you touch more things than you realize.
 - ▶ When we touch something, whatever is on our hands can get on it.
 - ▶ Also, when we touch something, whatever is on it can get on our hands.
- Germs are everywhere, not just in healthcare facilities, which is why there are so many messages about the importance of clean hands.

- In healthcare, hand hygiene, or cleaning your hands, is especially important because:
 - ▶ In healthcare, you're likely to come into contact with things that carry germs, like blood, saliva, and waste.
 - ▶ In healthcare, you're more likely to touch patients are ill, weak, and at higher risk of infection, and it's important not to spread germs to them.
- Germs can spread easily from hands because you use them so much at work, and they come into contact with so many surfaces, devices, and other people.
- Example: Nursing staff touch up to 15 different surfaces during a single patient interaction.
 - ▶ For the average nurse, that's 912 different surfaces touched during a 12-hour shift.
 - ▶ Each of those surfaces has germs on it, so it makes sense why cleaning your hands is so important.
- Germs can spread easily from hands not only because we use them so much, but also because some parts of the hand make it easier for germs to grow.
 - ▶ It is warm and sometimes damp between the fingers: bacteria grow well in this environment.
 - ▶ It is warm, damp, and dark under the fingernails, where there is also dirt, skin cells, and other nutrients that bacteria can live and grow in.
 - ▶ Breaks in the skin are a way for germs to get from the environment to you, and for germs that are on you to get into the environment or to other people.
 - Because those breaks are often wet or inflamed, they can pass germs back and forth more easily.
- Germs on your hands may include:
 - ▶ Viruses, including SARS-CoV-2, the virus that causes COVID-19.
 - ▶ Bacteria such as *S. aureus* and *C. difficile*, which are big concerns and are found frequently in healthcare.
 - ▶ Fungi like *C. auris*, and spores.
- Many of the germs seen in healthcare are resistant to antibiotics, which means that the drugs we would use to treat somebody who's sick with them may not work as well.
 - ▶ We are concerned about these resistant germs because of the limited options available for treating patients who become ill with them.
- **Link to Clean Hands Count:** [Healthcare Providers | Hand Hygiene | CDC](#)



For more information please contact

Centers for Disease Control and Prevention
1600 Clifton Road NE, Atlanta, GA 33029-4027
Telephone: 1-800-CDC-INFO (232-4636)/TTY: 1-888-232-6348
E-mail: cdcinfo@cdc.gov
Web: www.cdc.gov/projectfirstline