

# Infection Control Scavenger Hunt

## Purpose:

This activity provides an opportunity for staff to search for and locate items related to infection prevention and control. This activity can be used to supplement infection prevention and control training at orientation, or at annual refresher training.

## Materials Needed:

- Scavenger hunt sheet for each participant (or pair/group)
- Pens for marking or cell phone for taking selfies
- Optional: Small prizes, snacks, or rewards with a “grand prize” for the winning pair or group

## Activity Setup:

- Thoroughly review the attached search list and make edits, adding and removing items so that the scavenger hunt will be meaningful for your staff.
- If you are using small prizes, snacks, or rewards, go through the scavenger list and place the small reward items near items on the scavenger hunt list for staff to find. Reserve the “grand prize” for the winning team or pair.
- Consider whether you want your participants to check off or write in locations where they found the items they are looking for or if you want to use an alternative, like taking a selfie with the items.
- Organize participants into pairs or groups.

### Trainer's Guide

It is important that you know the location of each item on the list so that you can help give clues to your participants if they are having trouble.

Some candy or reward items may pose a risk to residents or participants if left within their reach, such as a secure environment or those with dietary restrictions. You may wish to restrict reward placement to staff only areas or have staff pick up rewards when they return with their completed checklist.

## Activity Steps:

- Have participants work through the scavenger hunt.
- Be sure to set some reasonable ground rules (e.g., no running, no raised voices).
- Remind participants that this activity is occurring in the resident's home and that they should be respectful of that space.

### **Script Option:**

“You are going to go on a scavenger hunt for items related to infection prevention and control. Each of you (or your groups) has been provided with a list of items to find. You can record the location where you found each item on your list.”

*If you will be offering rewards or want to use an alternative “proof” that they found the item – like taking a selfie – introduce those now.*

“Please remember that while we want this activity to be fun, we are still in our residents’ home and need to be respectful of their space. Please keep voices down and follow basic safety rules, like no running.”

## Cleaning Up & Preparing for Next Time:

- At the conclusion of the activity, gather all remaining prizes (if used) from around the building.
- You may wish to store the materials for this activity in a bin or container together for easy setup for next time.

Item to Find	Location found
Location where staff can access infection prevention and control policies and procedures	
Safety Data Sheets (SDS) Binder	
Blood/body fluid spill kit	
Sharps containers	
Eyewash Stations	
Biohazard waste collection area	
Cleaning supplies (surface cleaners, disinfectants, wipes)	
Alcohol-based hand sanitizer (in the work area)	
Alcohol-based hand sanitizer (main supply or back stock)	
Personal protective equipment (gloves, masks, etc.) in the work area	
Personal protective equipment – main supply or back stock	
Transmission based precautions signage	
Medication refrigerator temperature log	
Food fridge temperature log(s)	
Soiled linen collection area	

# Caught Red-Handed (Hand Hygiene) Activity

## Purpose:

This activity provides a visual reinforcement of proper hand hygiene technique, focusing on covering all areas of the hands and fingers with soap or alcohol-based hand sanitizer. A secondary benefit to this activity is the opportunity to practice proper donning (putting on) and doffing (removing) of gloves in a way that prevents accidental contamination.

## Materials Needed:

- Washable red paint
- Alcohol-based hand sanitizer
- Disposable gloves, 1 pair for each participant
- Baby wipes or paper towels
- Waste basket with bag/liner
- Surface cleaner and cloth or paper towels OR surface wipes
- Copy of CDC Infographic for putting on and taking off PPE for the instructor's reference– included with these instructions (<https://www.cdc.gov/healthcare-associated-infections/media/pdfs/ppe-sequence-p.pdf>)
- Copy of the World Health Organization (WHO) How to Handwash infographic for the instructor's reference – included with these instructions (<https://www.who.int/docs/default-source/patient-safety/how-to-handwash-poster.pdf>)

## Activity Setup:

- Set out alcohol-based hand sanitizer, disposable gloves, and wipes/paper towels within easy reach of the participants
- Ensure that a waste basket with a bag/liner is nearby
- Place the washable red paint within easy reach of the instructor/facilitator, but out of sight if possible.

### Trainer's Guide

Another color can be substituted for red, but it takes the fun out of the play on words in the activity title. It is important to use washable paint in case there are any spills

Placing the paint out of sight will keep your participants from guessing what you will be asking them to do.

## Activity Steps:

- Instruct participants to wait for your directions before touching the items in front of them.

### Script Option:

“You all have hand sanitizer, gloves, and wipes/paper towels in front of you. I will let you know when it is time to use each of these items for our next activity.”

- Ask the participants to take some alcohol-based hand sanitizer and clean their hands before selecting a pair of disposable gloves and putting them on.

### Script Option:

“I would like everyone to please take some hand sanitizer and clean your hands. Once you have cleaned your hands, please take a pair of gloves, and put them on just as you would for work.”

### Trainer’s Guide

Without making it obvious that you are watching, take note of how long the participants take to apply the hand sanitizer and generally observe their technique to see how thoroughly they are covering the surfaces of their hands and fingers.

- Once all the participants have used the hand sanitizer and have put on their disposable gloves, take out the red paint.
- Explain that you will be giving each of them a small amount of red paint in their cupped and gloved hand. Request that participants **do not** do anything other than hold the paint in their cupped hand until they receive additional instructions.

### Script Option:

“I am going to give each of you a small amount of red paint. I need you each to hold out your hands palms up with your hands cupped so you won’t spill or drop the paint. Do NOT do anything with the paint except hold it until I give you more instructions.”

- Have participants hold out their hands, cupped with palms facing up.
- Dispense a small (approximately nickel-sized) amount of red paint to each participant into one of their cupped palms.
- Have the participants close their eyes and keep them closed.

- With their eyes firmly closed, have participants apply the paint to their gloved hands, **exactly** like they applied the hand sanitizer before they put their gloves on.

### **Script Option:**

“Now close your eyes. With your eyes closed I want you to take the paint in your hand and apply it to both hands just like you did with the hand sanitizer before you put on your gloves. I want you to follow the exact same motions and take the same amount of time to rub. Keep your eyes closed and don’t open them again until I ask you to.”

- Observe the participants to see if they are taking a similar amount of time and using similar techniques to rub the paint in as they did the sanitizer.

### **Trainer’s Guide**

The participants may be catching on to the purpose of the paint at this point and may be trying harder to cover all surfaces of their hands. It’s okay to speak up and tease them a little bit if it is obvious that they are spending more time or better technique on their paint.

- Have the participants stop rubbing in the paint at about the same time that they stopped rubbing in their sanitizer and ask them to hold their hands out in front of them.
- Have them open their eyes and ask them to look for areas that were not coated with red paint. Explain that these areas might represent areas that get missed when they are performing hand hygiene.

### **Trainer’s Guide**

Common areas of the hands and fingers to be missed include the backs of the hands, fingertips, and nails.

### **Script Option:**

“Open your eyes. Look at both of your hands and check for areas that are not well-coated with paint. Especially look at your fingertips, between the fingers, fingernails, and the backs of your hands. These are areas that are commonly missed during hand hygiene.”

- Demonstrate the hand hygiene motions that help cover the missed areas that you observe.

### Trainer's Guide

You can refer to the step-by-step guidelines from the World Health Organization for reminders. <https://www.who.int/docs/default-source/patient-safety/how-to-handwash-poster.pdf>

- Reinforce that proper technique is the only way to guarantee that harmful germs are removed from all surfaces of the hands and fingers.
- Have the participants remove the gloves, using proper technique to avoid “contaminating” themselves with the paint.

### Trainer's Guide

You can refer to the CDC guidelines for removing PPE for reminders. <https://www.cdc.gov/healthcare-associated-infections/media/pdfs/ppe-sequence-p.pdf>

#### Script Option:

“When removing gloves, there are two very important things to remember. First, pay special attention so that you don’t contaminate your hands. Second, don’t snap the gloves which could cause paint (or *germs*) to spray. The proper process to remove gloves is – First, hold one of your wrists so that your thumb points up. Pinch that glove and lift at the wrist, then roll it down until the glove is completely off and hold it in the palm of the other hand. Then, slide a finger down and inside the glove on the other hand and pull it off until it’s balled around the first glove. Dispose of the gloves. Once your gloves are off, it’s very important that you don’t touch your face, any exposed skin, or any surface in the room. You must always perform hand hygiene after removing gloves.”

- Ensure that participants dispose of their gloves in the waste basket. Remind participants that the last step after removing gloves is always to perform hand hygiene.
- Provide alcohol-based hand sanitizer and have participants use wipes/paper towels to remove any residual paint from hands or send them to a sink to wash with soap and water.

## Cleaning Up & Preparing for Next Time:

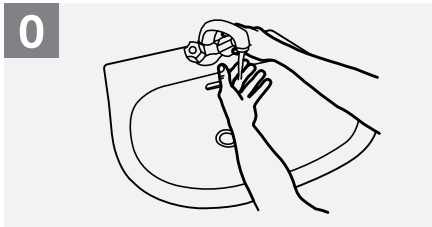
- At the conclusion of the activity, clean all environmental surfaces with surface cleaner, being careful to clean up any spills of paint.
- Ensure that the exterior of the paint container is wiped down and closed tightly before storing.
- You may wish to store the materials for this activity in a bin or container together for easy setup for the next time.

# How to Handwash?

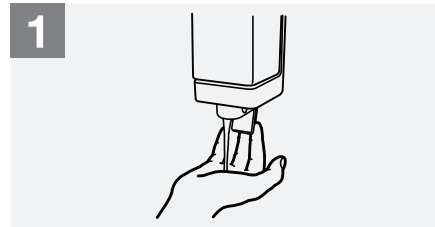
WASH HANDS WHEN VISIBLY SOILED! OTHERWISE, USE HANDRUB



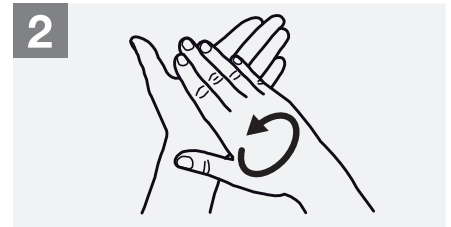
Duration of the entire procedure: 40-60 seconds



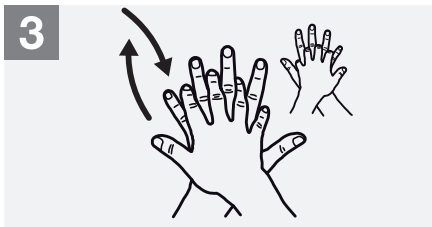
0 Wet hands with water;



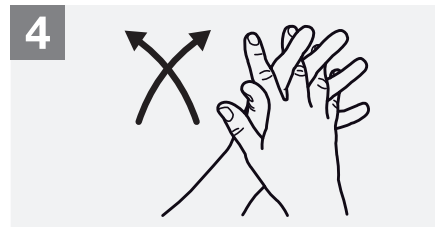
1 Apply enough soap to cover all hand surfaces;



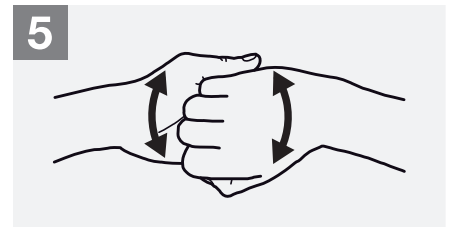
2 Rub hands palm to palm;



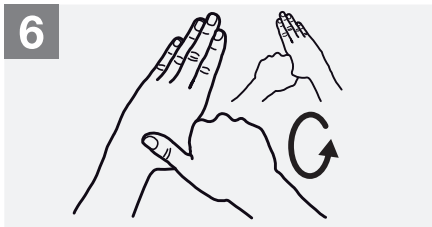
3 Right palm over left dorsum with interlaced fingers and vice versa;



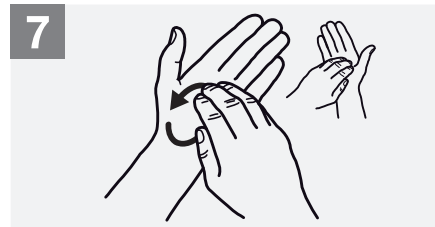
4 Palm to palm with fingers interlaced;



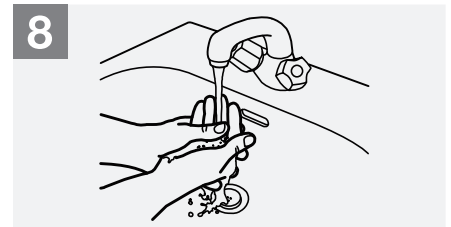
5 Backs of fingers to opposing palms with fingers interlocked;



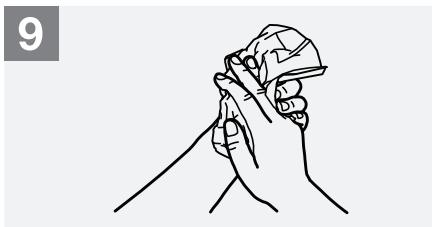
6 Rotational rubbing of left thumb clasped in right palm and vice versa;



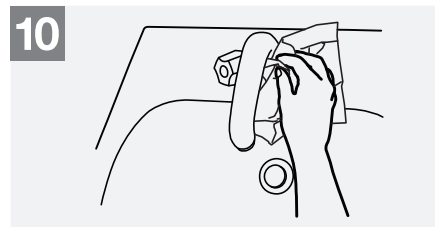
7 Rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa;



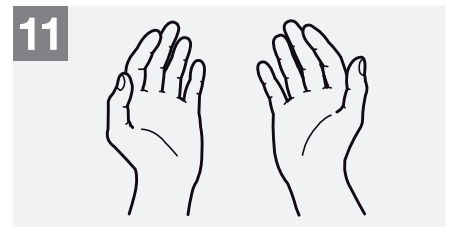
8 Rinse hands with water;



9 Dry hands thoroughly with a single use towel;



10 Use towel to turn off faucet;



11 Your hands are now safe.



World Health Organization

Patient Safety

A World Alliance for Safer Health Care

SAVE LIVES  
Clean Your Hands

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WHO acknowledges the Hôpitaux Universitaires de Genève (HUG), in particular the members of the Infection Control Programme, for their active participation in developing this material.

# Donning (Putting On) & Doffing (Taking Off) Personal Protective Equipment

## Purpose:

This activity provides guided practice for proper donning (putting on) and doffing (removing) of personal protective equipment (PPE) according to the guidelines from the Centers for Disease Control and Prevention (CDC). Proper donning and doffing protect staff from accidental self-contamination.

### Trainer's Guide

For this activity to make sense to the participants, you must have already provided a general overview of the expectations for use of personal protective equipment in your setting. It is especially important for participants to have had basic education on the reasons/indications for selecting and using the various types of PPE. This activity is focused on the order of donning and doffing when using **full PPE** for contact and droplet (or airborne) transmission-based precautions.

## Materials Needed:

- Isolation/Cover Gowns
- Facemasks or Respirators
- Eye Protection: Goggles or Face Shield
- Gloves
- Alcohol-based Hand Sanitizer (ABHS)
- Waste Container with Bag/Liner
- Copy of CDC Infographic for putting on and taking off PPE for the instructor and additional copies for each participant – included with these instructions (<https://www.cdc.gov/healthcare-associated-infections/media/pdfs/ppe-sequence-p.pdf>)

## Activity Setup:

- Set out alcohol-based hand sanitizer, CDC infographic, and PPE supplies (gown, facemask or respirator, goggles or face shield, gloves) for each participant.
- Ensure that a waste basket with a bag/liner is nearby.
- Ensure that a copy of the CDC infographic for putting on and removing personal protective equipment is available for the instructor's use.

## Trainer's Guide

If you have a large group, you may wish to choose a few volunteers to demonstrate while the rest of the group observes or break them up into smaller groups.

## Activity Steps:

- Explain to the participants that you will be reviewing the CDC guidelines for putting on and removing personal protective equipment (PPE) in a manner that prevents contamination and will then be offering guided practice.

### Script Option:

“This activity will include a review of the CDC guidelines for how to put on and remove PPE in a way that minimizes the chances of accidental contamination. Once we have reviewed the steps, you will have the opportunity to practice putting on and removing full PPE.”

- Referring to the CDC guidelines in the infographic, review the proper sequences for putting on and removing personal protective equipment aloud.

## Trainer's Guide

You may wish to have one volunteer, experienced in putting on and removing PPE, demonstrate as you review verbally so the participants have both verbal and visual cues.

If your setting has a specific policy for which doffing method to use, communicate that information and have staff focus on that doffing method only.

If your setting does not have a policy specifying which doffing method to use, staff should be encouraged to review both examples and pick a method for doffing that feels the best and is the easiest for them to achieve.

- Explain to the participants that you will now practice putting on and removing PPE. Encourage the participants to take their time and not rush through the process, because this will increase likelihood of making a mistake or accidental contamination.

### Script Option:

“You will now follow the steps to put on your PPE. It is important that you follow the steps exactly and take your time. Rushing or completing steps out of order can increase the chance of accidental contamination when you are using your PPE on the job. Once you have put on your PPE, wait for the rest of the group and we will remove the PPE at the same time.”

- Have participants perform hand hygiene and then follow the steps on the CDC infographic to put on their PPE.

### Trainer's Guide

as they are putting on their PPE you may wish to offer verbal cues for the steps or may wish to walk around and make observations of their progress, depending on the level of experience and size of the group.

- Once all participants have finished putting on their PPE and before you have them remove their PPE, review some of the common mistakes that staff may make when putting on and using their PPE on the job.

### Trainer's Guide

Common mistakes and *associated concerns* include:

Not putting on all required PPE when entering a room, often because staff are planning a quick task and want to save time.

***PPE is used to protect the staff. Failure to use even one piece of PPE can result in contaminations that can endanger the staff or cause staff to carry dangerous germs from place to place, endangering others.***

Not tying all ties on gowns, trying to save time.

***This causes staff's shoulders, chest, upper arms or back to be exposed, allowing contamination of the staff's uniform with germs.***

Contaminating themselves by touching their face or inside surfaces of PPE with contaminated gloves.

- Instruct participants to follow their chosen set of doffing instructions on the CDC infographic taking their time to carefully remove each piece of PPE in the correct order. Be sure to offer feedback.
- Participants should be instructed to discard their used PPE in a waste basket.

- Remind all participants that the final step to the removal of any PPE is always hand hygiene. Have participants use hand sanitizer to clean their hands.

## **Cleaning Up & Preparing for Next Time:**

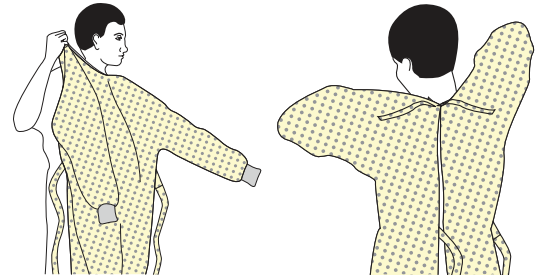
- At the conclusion of the activity, ensure that all PPE has been placed in a waste basket for disposal.
- You may wish to store the materials for this activity in a bin or container together for easy setup for the next time.

# SEQUENCE FOR PUTTING ON PERSONAL PROTECTIVE EQUIPMENT (PPE)

The type of PPE used will vary based on the level of precautions required, such as standard and contact, droplet or airborne infection isolation precautions. The procedure for putting on and removing PPE should be tailored to the specific type of PPE.

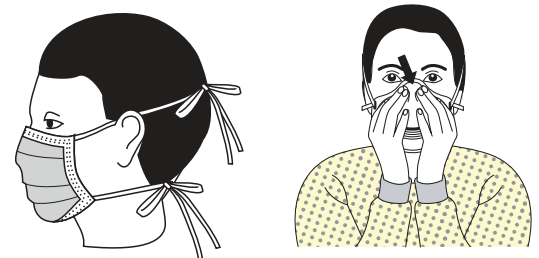
## 1. GOWN

- Fully cover torso from neck to knees, arms to end of wrists, and wrap around the back
- Fasten in back of neck and waist



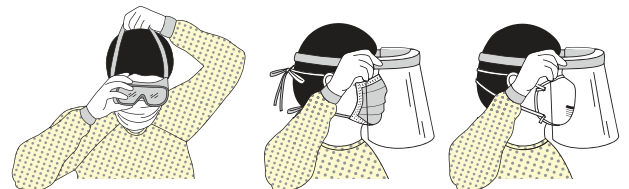
## 2. MASK OR RESPIRATOR

- Secure ties or elastic bands at middle of head and neck
- Fit flexible band to nose bridge
- Fit snug to face and below chin
- Fit-check respirator



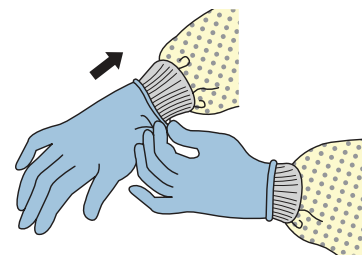
## 3. GOGGLES OR FACE SHIELD

- Place over face and eyes and adjust to fit



## 4. GLOVES

- Extend to cover wrist of isolation gown



## USE SAFE WORK PRACTICES TO PROTECT YOURSELF AND LIMIT THE SPREAD OF CONTAMINATION

- Keep hands away from face
- Limit surfaces touched
- Change gloves when torn or heavily contaminated
- Perform hand hygiene



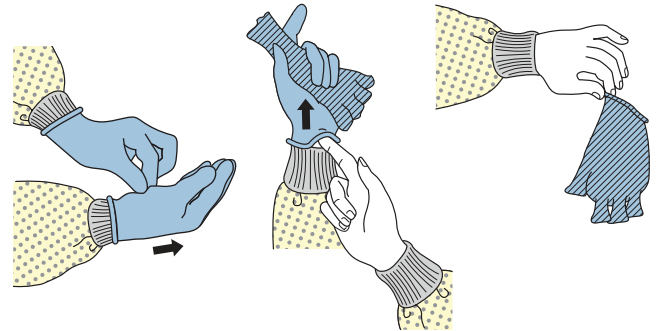
# HOW TO SAFELY REMOVE PERSONAL PROTECTIVE EQUIPMENT (PPE)

## EXAMPLE 1

There are a variety of ways to safely remove PPE without contaminating your clothing, skin, or mucous membranes with potentially infectious materials. Here is one example. **Remove all PPE before exiting the patient room** except a respirator, if worn. Remove the respirator **after** leaving the patient room and closing the door. Remove PPE in the following sequence:

### 1. GLOVES

- Outside of gloves are contaminated!
- If your hands get contaminated during glove removal, immediately wash your hands or use an alcohol-based hand sanitizer
- Using a gloved hand, grasp the palm area of the other gloved hand and peel off first glove
- Hold removed glove in gloved hand
- Slide fingers of ungloved hand under remaining glove at wrist and peel off second glove over first glove
- Discard gloves in a waste container



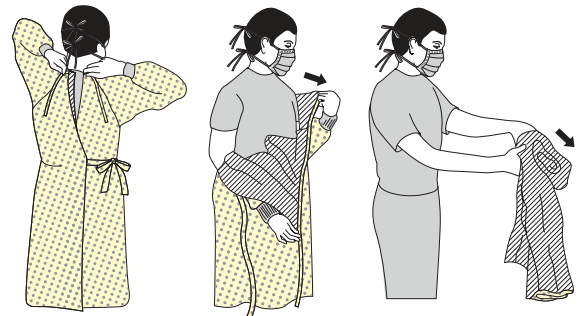
### 2. GOGGLES OR FACE SHIELD

- Outside of goggles or face shield are contaminated!
- If your hands get contaminated during goggle or face shield removal, immediately wash your hands or use an alcohol-based hand sanitizer
- Remove goggles or face shield from the back by lifting head band or ear pieces
- If the item is reusable, place in designated receptacle for reprocessing. Otherwise, discard in a waste container



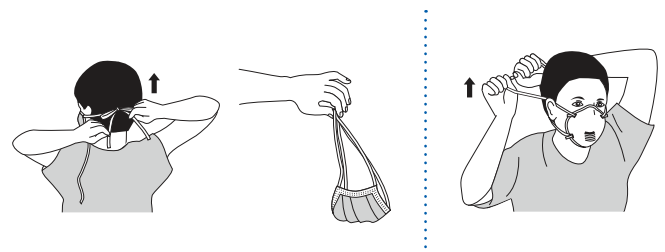
### 3. GOWN

- Gown front and sleeves are contaminated!
- If your hands get contaminated during gown removal, immediately wash your hands or use an alcohol-based hand sanitizer
- Unfasten gown ties, taking care that sleeves don't contact your body when reaching for ties
- Pull gown away from neck and shoulders, touching inside of gown only
- Turn gown inside out
- Fold or roll into a bundle and discard in a waste container

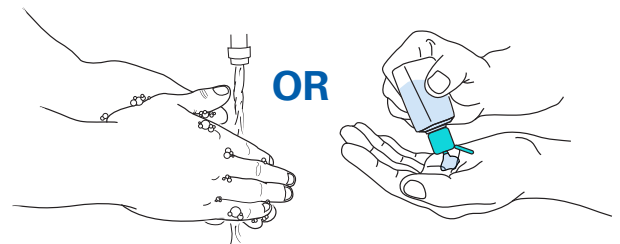


### 4. MASK OR RESPIRATOR

- Front of mask/respirator is contaminated — **DO NOT TOUCH!**
- If your hands get contaminated during mask/respirator removal, immediately wash your hands or use an alcohol-based hand sanitizer
- Grasp bottom ties or elastics of the mask/respirator, then the ones at the top, and remove without touching the front
- Discard in a waste container



### 5. WASH HANDS OR USE AN ALCOHOL-BASED HAND SANITIZER IMMEDIATELY AFTER REMOVING ALL PPE



**PERFORM HAND HYGIENE BETWEEN STEPS IF HANDS BECOME CONTAMINATED AND IMMEDIATELY AFTER REMOVING ALL PPE**

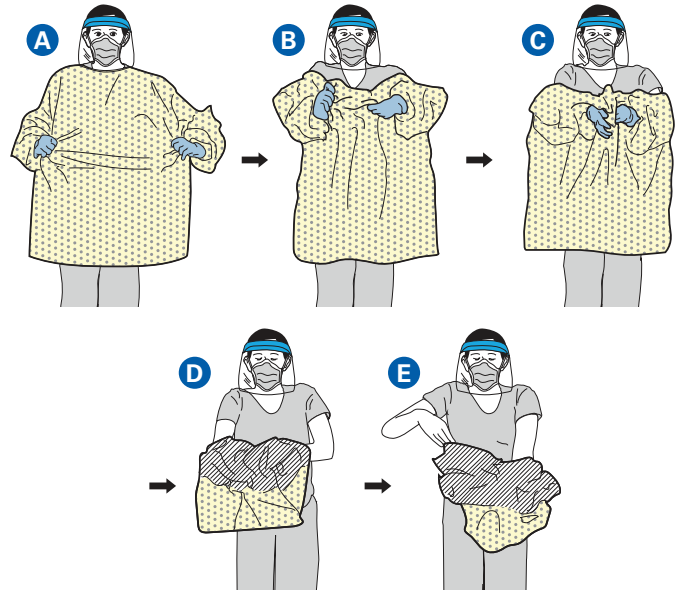


# HOW TO SAFELY REMOVE PERSONAL PROTECTIVE EQUIPMENT (PPE) EXAMPLE 2

Here is another way to safely remove PPE without contaminating your clothing, skin, or mucous membranes with potentially infectious materials. **Remove all PPE before exiting the patient room** except a respirator, if worn. Remove the respirator **after** leaving the patient room and closing the door. Remove PPE in the following sequence:

## 1. GOWN AND GLOVES

- Gown front and sleeves and the outside of gloves are contaminated!
- If your hands get contaminated during gown or glove removal, immediately wash your hands or use an alcohol-based hand sanitizer
- Grasp the gown in the front and pull away from your body so that the ties break, touching outside of gown only with gloved hands
- While removing the gown, fold or roll the gown inside-out into a bundle
- As you are removing the gown, peel off your gloves at the same time, only touching the inside of the gloves and gown with your bare hands. Place the gown and gloves into a waste container



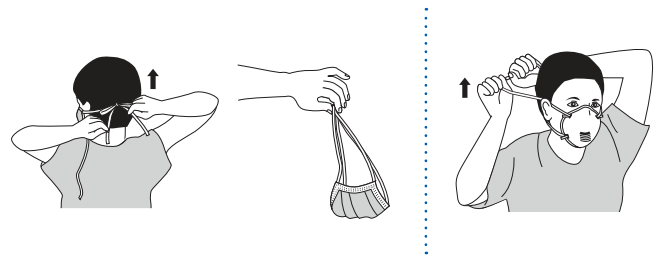
## 2. GOGGLES OR FACE SHIELD

- Outside of goggles or face shield are contaminated!
- If your hands get contaminated during goggle or face shield removal, immediately wash your hands or use an alcohol-based hand sanitizer
- Remove goggles or face shield from the back by lifting head band and without touching the front of the goggles or face shield
- If the item is reusable, place in designated receptacle for reprocessing. Otherwise, discard in a waste container

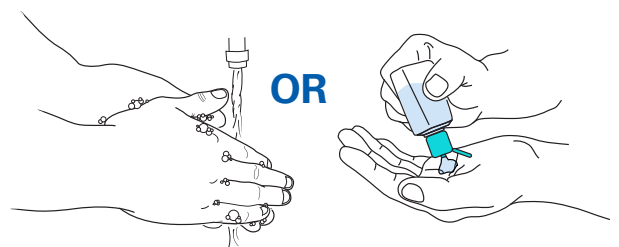


## 3. MASK OR RESPIRATOR

- Front of mask/respirator is contaminated — DO NOT TOUCH!
- If your hands get contaminated during mask/respirator removal, immediately wash your hands or use an alcohol-based hand sanitizer
- Grasp bottom ties or elastics of the mask/respirator, then the ones at the top, and remove without touching the front
- Discard in a waste container



## 4. WASH HANDS OR USE AN ALCOHOL-BASED HAND SANITIZER IMMEDIATELY AFTER REMOVING ALL PPE



**PERFORM HAND HYGIENE BETWEEN STEPS IF HANDS BECOME CONTAMINATED AND IMMEDIATELY AFTER REMOVING ALL PPE**



# Finding Important Information on Disinfectant Labels Activity

## Purpose:

This activity provides the opportunity to practice finding important information on disinfectant labels for products used in your setting. A secondary benefit to this activity is the opportunity to review precautions, contact times, instruction steps, and other critical information for commonly used cleaning and disinfecting products to ensure that they are used correctly and perform as expected.

## Materials Needed:

- A variety of cleaning and disinfecting agents used in your setting
- Copy of CDC/FDA Infographic for reading disinfecting labels for the instructor and additional copies for each participant - included with these instructions (<https://www.cdc.gov/project-firstline/media/pdfs/howtoreadalabel-infographic-508.pdf>).

## Activity Setup:

### Trainer's Guide

Prior to setting up for this activity, the instructor should carefully review the cleaning and disinfecting agents selected for demonstration during this activity and should be familiar with critical information, such as precautionary statements (including what personal protective equipment is needed), use instructions (including what surfaces the product can be used on and contact times).

Examples of types of agents that can be used include cleaning and disinfecting wipes, ready-to-use spray and concentrates that require dilution.

- Divide cleaning and disinfecting products so that they will be within easy reach of the activity participants.
- Distribute copies of the CDC/FDA infographic on reading disinfecting labels to the participants.

## Activity Steps:

- Instruct participants to wait for your directions before touching the items in front of them.

**Script Option:**

“You all have some cleaning and disinfecting products in front of you. I will let you know when it is time to use each of these items for our next activity.”

- Explain to the participants that this activity will offer the opportunity to practice finding important information on disinfectant labels for products and that disinfection labels are required by law to provide a consistent set of critical information.

**Script Option:**

“This activity will give you the opportunity to review the elements of disinfectant labels that are required by law. Additionally, you will practice finding important information on the labels of cleaning and disinfecting agents that you will/are using here in your jobs.”

- Review the CDC/FDA infographic and briefly discuss the components of a disinfectant label, having the participants follow along with their copies.
  - **Active Ingredients:** Tells you what the main disinfecting chemicals are
  - **EPA Registration Number:** Is a unique number assigned to a disinfectant when they are registered, which is required by law
  - **Signal Words:** There are three-Caution, Warning, and Danger. These words describe how risky an agent is if swallowed, inhaled, or absorbed through the skin
  - **Precautionary Statements:** Give information about what needs to be done to use a product safely. For example, what PPE is needed
  - **Directions/Instructions for Use:** Describe what types of settings a product should be used in, what germs it can kill, what types of surfaces it can be used on and how to properly use the disinfectant
  - **Contact time/wet time/dwell time/kill time:** Is an indication of how long a surface must remain wet with product for the disinfectant to kill all the germs it can.
  - **First Aid:** Describes what to do if a disinfectant gets in your eyes or mouth, on your skin, or if you breathe it in
  - **Storage and Disposal:** Describes the conditions that are required to store the disinfectant safely and any information needed to ensure proper disposal.

## Trainer's Guide

**Active Ingredients:** Cleaning products that make no disinfection claims may not list active ingredients on their labels.

**Contact Time:** Contact times for disinfectants vary widely from 30 seconds to more than ten (10) minutes.

**Storage and Disposal:** If disinfectants are not stored properly, they may lose potency/power and not perform as expected or kill all expected germs

- Have the participants select products from those that you have set out and read the labels to find out critical information about those products. Participants can work alone or in pairs, depending on the group size.

### Script Option:

“Now I would like you to look at the products that have been set out for you. Read the labels to find out whether the agent is a cleaning agent only, or if it disinfects-kills germs. Find out where it can be used and what precautions and preparations must be made for using it. Find the contact time for any disinfectants and consider how easy or difficult it would be to apply enough product for it to remain wet on the surface for the designated time.”

- After giving participants enough time to review the products, call on a few to tell the group about their products, especially things that surprised them (like risk level, PPE requirements, complicated instructions, or long contact times).
- Wrap up the training by reinforcing the idea that while tedious, reading cleaning and disinfectant labels is a critical step to ensuring safety and efficacy when using these products.

## Cleaning Up & Preparing for Next Time:

- At the conclusion of the activity, ensure that all cleaning and disinfection agents are returned to their proper storage areas.
- You may wish to store the infographics for this activity in a folder with your other training materials for easy set-up next time.
- You may wish to keep a list of the cleaning and disinfection agents used during this activity along with critical information about each for easy reference by the instructor.

# How to Read a Disinfectant Label

Read the entire label.

The label is the law!

Note: Below is an **example** of information that can be found on a disinfectant label

## Active Ingredients:

What are the main disinfecting chemicals?



### ACTIVE INGREDIENTS:

Alkyl (60% C14, 30% C16, 5% C12, 5% C18)  
Dimethyl Benzyl Ammonium Chloride .....10.0%  
**OTHER INGREDIENTS:** .....90.0%  
**TOTAL:** .....100.0%

EPA REG NO. 55555-55-55555

## Signal Words (Caution, Warning, Danger):

How risky is this disinfectant if it is swallowed, inhaled, or absorbed through the skin?

**CAUTION**

## EPA Registration Number:

U.S. laws require that all disinfectants be registered with EPA.

## Precautionary Statements:

How do I use this disinfectant safely? Do I need PPE?

## Directions for Use (Instructions for Use):

Where should the disinfectant be used?

What germs does the disinfectant kill?

What types of surfaces can the disinfectant be used on?

How do I properly use the disinfectant?

## Contact Time:

How long does the surface have to stay wet with the disinfectant to kill germs?

### Directions for Use

#### INSTRUCTIONS FOR USE:

It is a violation of Federal law to use this product in a manner inconsistent with its labeling.

#### For Disinfection of Healthcare Organisms:

*Staphylococcus aureus*,  
*Pseudomonas aeruginosa*.

#### To Disinfect Hard, Nonporous Surfaces:

Pre-wash surface.  
Mop or wipe with disinfectant solution.  
Allow solution to stay wet on surface for at least 10 minutes.  
Rinse well and air dry.

#### PRECAUTIONARY STATEMENTS:

Hazardous to humans and domestic animals. Wear gloves and eye protection.

**CAUSES MODERATE EYE IRRITATION.** Avoid contact with eyes, skin or clothing. Wash thoroughly with soap and water after handling. Avoid contact with foods.

**FIRST AID: IF IN EYES:** Hold eye open and rinse slowly and gently with water for 15-20 minutes. Remove contact lenses, if present, after the first 5 minutes, then continue rinsing eye. **IF ON SKIN OR CLOTHING:** Take off contaminated clothing. Rinse skin immediately with plenty of water for 15-20 minutes.

**POISON CONTROL:** Call a Poison Control Center (1-866-366-5048) or doctor for treatment advice.

**STORAGE AND DISPOSAL:** Store this product in a cool, dry area away from direct sunlight and heat. When not in use keep center cap of lid closed to prevent moisture loss. Nonrefillable container. Do not reuse or refill this container.



EXP MM-DD-YYYY



U.S. Department of Health and Human Services  
Centers for Disease Control and Prevention



[WWW.CDC.GOV/PROJECTFIRSTLINE](http://WWW.CDC.GOV/PROJECTFIRSTLINE)

# Fluorescent Marker (Glo Germ®) Evaluation of Cleaning and Disinfection Activity

## Purpose:

This activity provides a visual reinforcement of proper cleaning and disinfection techniques, focusing on effective removal of invisible soiling and identification of high-touch surfaces. Secondary benefits to this activity include reinforcement of the proper use of personal protective equipment (PPE) for cleaning and disinfection and the opportunity to practice proper donning (putting on) and doffing (removing) of PPE in a way that prevents accidental contamination.

## Materials Needed:

### Trainer's Guide

Glo Germ® is an example of a brand of fluorescent marking material. Fluorescent markers are available in powder, gel, and lotion

- Fluorescent Marker Material
- A room, space, or area with a variety of non-porous surfaces for demonstration
- Handheld UV light
- Supplies for cleaning and disinfection
- Prepared cleaning and disinfecting agent(s)
- Cleaning cloths
- Disposable gloves and other personal protective equipment (PPE) as indicated by the instructions of your cleaning and disinfecting agents
- Nearby access to handwashing
- Cotton-tip applicator/swabs (optional)
- A note pad or paper and pen/pencil
- Receptacle for soiled laundry (cleaning cloths)
- A wastebasket with liner

## Activity Setup:

### Trainer's Guide

An ideal area would have a variety of non-porous high-touch surfaces that can be cordoned off during preparation and performance of this activity. Rooms that can be darkened will work best for visualization using the fluorescent marker with the black light. Dwelling spaces, common areas or bathrooms could all potentially be used.

- Select an area for demonstration
- Make a list of a variety of high-touch, non-porous surfaces to mark in your demonstration area. Write down a list of the areas that you mark, so that you can ensure that each is checked at the conclusion of the activity.
- High touch surfaces recommended for evaluation include light switches, doorknobs (especially inner doorknobs of bathrooms), handrails, chair seats, chair arms, chair backs, sinks, toilet surfaces, remotes, telephones, and tabletops.

### Trainer's Guide

Choose the number and types of surfaces for evaluation so that they align with your facility expectations, the space available for the activity, and time constraints for this activity.

- Following the directions for your fluorescent marker material, apply the designated amount of product to each of the surfaces identified in your list.
- You may wish to apply or spread the fluorescent material with a cotton-tip applicator (using a unique pattern or swirl mark will help determine if the fluorescent marker has been disturbed during cleaning).
- Ensure that the necessary supplies for cleaning and disinfection, soiled laundry receptacle, waste basket, and hand hygiene supplies are nearby.

### Trainer's Guide

If you have many participants for this activity, you may want to separate zones within your demonstration space or prepare more than one area to keep participants from crowding. It diminishes the impact of how hard one must work for adequate cleaning and disinfection if there are many individuals cleaning in a small space.

## Activity Steps:

- After preparing the activity area, gather your activity participants.
- Explain to your activity participants their role(s) in prevention and control of communicable disease through the performance of environmental cleaning and disinfection (You should make this information as specific to your setting and physical plant as possible).
- Review your setting's specific expectations for cleaning practices of environmental surfaces, including schedules/frequency of cleaning and products and methods to be used for specific surfaces.
- Explain to the participants that you will be practicing cleaning and disinfection using an invisible fluorescent marker that has been placed on high-touch surfaces throughout the space.

### Script Option:

“Now that everyone understands what their role in cleaning and disinfection is and we have talked about expectations for how often these are to be done, we are going to practice cleaning and disinfection of high-touch surfaces. An invisible marker has been placed on a variety of high-touch surfaces within [the space you are using for demonstration]. You will be using the same cleaning and disinfecting agents to clean this space as you would for routine cleaning. At the end of the activity, we will use a black light to show how thoroughly the surfaces were cleaned.”

- Provide assurance to the participants that the activity is being done as a learning opportunity and will not be used in a punitive manner.

### Script Option:

“We are performing this activity to learn through visualization and practice the identification and proper cleaning and disinfection of high touch surfaces. This activity is not going to be used in a punitive manner.”

- Provide cleaning and disinfecting supplies and appropriate PPE to the participants.

### Script Option:

“I'm going to hand out cleaning and disinfection supplies that you will be using to clean your assigned space. Ensure that you put on your personal protective equipment before handling or using the cleaning and disinfecting agents or contacting soiled or contaminated surfaces. Also, remember that before you put on PPE, you must always first clean your hands.”

Remind participants that they should always use appropriate PPE when preparing or handling cleaning and disinfecting agents and that hand hygiene should always be performed before putting on PPE. Direct participants to a handwashing area or provide alcohol-based hand sanitizer.

- Once participants have cleaned their hands and put on their PPE, have the participants clean their assigned space(s).

**Script Option:**

“I would like you all to now clean your assigned space, focusing on proper cleaning techniques, being sure to thoroughly clean all high-touch surfaces.”

- As participants have completed their cleaning activities, instruct them to discard their used cleaning cloths into the proper receptacle to await laundering.
- Have participants remove their PPE, using proper technique to avoid contaminating themselves. Refer to the CDC guidelines for removing PPE for reminders – included with these instructions (<https://www.cdc.gov/healthcare-associated-infections/media/pdfs/ppe-sequence-p.pdf>)

**Script Option:**

“When removing gloves, there are two very important things to remember. First, pay special attention so that you don’t contaminate your hands. Second, don’t snap the gloves which could cause germs to spray. The proper process to remove gloves is – First, hold one of your wrists so that your thumb points up. Pinch that glove and lift at the wrist, then roll it down until the glove is completely off and hold it in the palm of the other hand. Then, slide a finger down and inside the glove on the other hand and pull it off until it’s balled around the first glove. Dispose of the gloves. Once your gloves are off, it’s very important that you don’t touch your face, any exposed skin, or any surface in the room. You must always perform hand hygiene after removing gloves.”

- Provide alcohol-based hand sanitizer or send participants to a sink to wash with soap and water.
- Explain that you will now darken the demonstration area and use the black light to see how thoroughly the marked surfaces have been cleaned.

**Script Option:**

“I’m going to darken the room and will use this black light to check the surfaces and see how well they have been cleaned. Thorough cleaning will have removed all traces of the fluorescent marker (Glo Germ). Partial cleaning may have smeared the fluorescent marker (Glo Germ). Areas that were missed will clearly glow with the fluorescent marker.”

- Darken the room and then, using your checklist of surfaces that were marked, use the black light to inspect each of those surfaces and surrounding areas. Point out each place where marker was placed and comment on the quality of cleaning, praising good performance and noting areas for improvement.
- When surfaces have been missed, you may wish to ask for a volunteer to go back over those areas to demonstrate the amount of effort needed to remove the marker (the “germs”).

## Cleaning Up & Preparing for Next Time:

- At the conclusion of the activity, clean all surfaces used for demonstration with surface cleaner, being careful to remove any residual fluorescent marker.
- Ensure that the exterior of the fluorescent marker container is wiped down and closed tightly before storing.
- You may wish to store the materials and checklist used for this activity in a bin or container together for easy setup for the next time.

## Use Glo Germ MIST for Airborne Bacteria Simulation

You will need:



1. Glo Germ MIST
2. Glo Germ Hand-held UV Light
3. Open air space

### Step One

To demonstrate a sneeze or cough, a quick spray of Glo Germ MIST will work. To demonstrate a larger scale airborne contamination, spray Glo Germ MIST in the air while making a sweeping motion with your arm (3 - 5 seconds of spray time).

### Step Two

Allow Glo Germ MIST 3 - 5 minutes to settle, it will be almost completely invisible to the naked eye.

### Step Three

After the Glo Germ MIST has settled, use the UV light to detect how far the artificial germs have traveled (the artificial germs will glow bright blue under UV light).

## To use Glo Germ MIST on surfaces, do the following:

### Step One

Evenly coat the surface by spraying MIST (i.e. door knob, clipboard, etc)

### Step Two

Allow Glo Germ MIST 3 - 5 minutes to dry, it will be almost completely invisible to the naked eye.

### Step Three

After the item (or surface) has been passed around or touched by everyone, use the UV light to detect how far the artificial germs have traveled (the artificial germs will glow bright blue under UV light).

*\*\*The same characteristics that make Glo Germ MIST behave like real germs, also make it hard to contain. Glo Germ MIST may remain suspended in the air for up to 5 minutes. Contact lens wearers may find it irritating. MIST may also spread and be hard to remove from certain surfaces and clothing. We recommend some trial usage in test*

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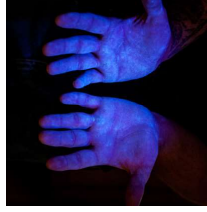
# Glow so you know



### Step One:

Apply Glo Germ Gel or Oil to hands.

*\*Glo Germ Gel used in photos\**



### Step Two:

Use UV light to see that you applied Glo Germ evenly.



### Step Three:

Wash hands as you normally do.



### Step Four:

Use UV light to see where you missed. Look closely around nail beds and knuckles.

# Training Manual

## Training Procedures For:

- Hand Washing
- Isolation Techniques
- Aseptic Techniques
- General Infection Control
- Airborne Bacteria Simulation



“Germs” that you can see

## Use Glo Germ Oil for Hand Washing - Professional Grade

*\*\*This product is runny, oil based and may stain clothing\*\**

You will need:

1. Glo Germ Oil
2. Glo Germ Hand-held UV Light
3. Stop Watch or Timer w/second counter
4. Paper Towels
5. Soap
6. Warm, Running water



### Step One

Ask the trainee to hold out their hands, palms facing upright and fingers slightly bent. This allows the trainer to easily distribute the artificial germs where real germs are found. The trainer should apply 2 - 3 drops into each of the trainee's hands.

### Step Two

Ask the trainee to rub their hands together as if they are rubbing in lotion. Make sure they get the Oil in between their fingers, on the back of their hands, and have them scratch the palm of their hands to ensure the artificial germs have been distributed all over their hands (the artificial germs will glow bright orange under UV light). If excess Oil is applied, dab off with a paper towel.

### Step Three

Ask the trainee to wash and dry their hands as they normally would (Trainer should time this process). When trainee has completed washing and drying their hands, shine the UV light over their hands again to evaluate how effective their "normal routine" is. Pay close attention to their cuticles, under their nails, in between fingers and the backs of their hands.

### Step Four

Repeat steps one and two and ask the trainee to follow the hand washing techniques you have established and validated (length and technique of cleansing). Use the stop watch to ensure that the correct cleansing time and steps are taken. The trainee should see that only a few places glow under the UV light.

*\*\*The trainee will probably not be able to eliminate all of the artificial germs any more than they would be able to eliminate all real germs in the course of a simple or hygienic wash. Only the application of a protocol of surgical washing will make all the artificial germs disappear.\*\**

## Use Glo Germ Surface Detection Gel for Surface Cleaning

You will need:

1. Glo Germ Surface Cleaning Detection Gel
2. Glo Germ Hand-held UV light
3. Non-Porous Surface (Table, Counter-top, etc)



### Step One

Place a small drop on a non-porous surface and lightly spread with a cotton swab (Q-tip) using a pattern stroke unique to you, until the Surface Gel is no longer visible in normal lighting.

## Use Glo Germ Gel for Hand Washing - General Public/Kid Friendly

*\*\*This product is lotion based and non-staining\*\**

You will need:

1. Glo Germ Gel
2. Glo Germ Hand-held UV Light
3. Stop Watch or Timer w/second counter
4. Paper Towels
5. Soap
6. Warm, Running water



### Step One

Ask the trainee to hold out their hands, palms facing upright and fingers slightly bent. This allows the trainer to easily distribute the artificial germs where real germs are found. The trainer should apply a nickel size amount into the trainee's hand.

### Step Two

Ask the trainee to rub their hands together as if they are rubbing in lotion. Make sure they get the Gel in between their fingers, on the back of their hands, and have them scratch the palm of their hands to get the "germs" under their nails (this product will apply just like lotion). Shine the UV light over their hands (the artificial germs will glow bright blue under UV light).

### Step Three

Ask the trainee to wash and dry their hands as they normally would (Trainer should time this process). When trainee has completed washing and drying their hands, shine the UV light over their hands again to evaluate how effective their "normal routine" is. Pay close attention to their cuticles, under their nails, in between fingers and the backs of their hands.

### Step Four

Repeat steps one and two and ask the trainee to follow the hand washing techniques you have established and validated (length and technique of cleansing). Use the stop watch to ensure that the correct cleansing time and steps are taken. The trainee should see that only a few places glow under the UV light.

*\*\*Complete removal of Glo Germ with normal washing is more difficult if the skin is chapped or cracked, indicating that bacteria is also harder to remove. This will require a hand care regimen with a quality hand lotion twice daily and a judicious use of a hand sanitizing gel.\*\**

## Use Glo Germ Powder to show Cross Contamination

*\*\*You can use Glo Germ Powder in a number of ways to show how germs spread.\*\**

You will need:

1. Glo Germ Powder
2. Glo Germ Hand-held UV Light
3. Miscellaneous Non-Porous items



To show how you can come into contact with germs from various surfaces, do the following:

### Step One

Apply Glo Germ Powder to a non-porous surface (i.e. pen, door knob, ball, etc)

### Step Two

As the surface is touched, the artificial germs will spread with each person that comes into contact with the surface.

### Step Three

Use the UV light to demonstrate how far germs of all kinds are transferred. The artificial germs will glow bright blue under UV light (if you are using the Original Glo Germ Powder; if you use Yellow Powder, it will glow Yellow, Orange Powder will glow Orange).

To show how germs on a person's hands spread, do the following demonstration:

### Step One

Shake a small amount of Glo Germ Powder into the palm of your hand.

### Step Two

Shake hands with several people, or shake hands with one person and then have them shake hands with the next person, and so on, to create a line of contacts. The artificial germ contamination down the line of contacts can be detected up to ten people.

### Step Three

Use the UV light to demonstrate how far germs of all kinds are transferred. The artificial germs will glow bright blue under UV light (if you are using the Original Glo Germ Powder; if you use Yellow Powder, it will glow Yellow, Orange Powder will glow Orange).

To use Glo Germ Powder in a kitchen setting to show cross contamination, we recommend the following demonstration:

You will need:

1. Glo Germ Powder
2. Glo Germ Hand-held UV Light
3. Knife and Cutting Board
4. Iceberg lettuce and other salad ingredients

### Step One

Sprinkle Glo Germ Powder onto a head of iceberg lettuce (we recommend you do this out of sight of the trainees).

### Step Two

Using a knife, cut the lettuce up as you would for a salad. Set lettuce aside.

### Step Three

Using the same knife and cutting board, cut up other items for a salad (i.e. cucumbers, carrots, etc.).

### Step Four

Use items prepared to make a salad. Shine the UV light over all the ingredients and utensils used to prepare the salad. All the artificial germs will glow under the light and will demonstrate how one contaminated item can contaminate everything that it comes in contact with.

*\*\*Wash utensils with soap and hot water after demonstration. All food items used should be thrown away and not consumed. While Glo Germ products are non-toxic it is not recommended to ingest them.\*\**