

HLTINF006

Apply basic principles and practices of infection prevention and control



LEARNING
ACTIVITY
BOOKLET

Copyright

This document was developed by Harvard Management Institute Pty Ltd.

© 2023 Harvard Management Institute Pty Ltd.

All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of Harvard Management Institute Pty Ltd.

Version Control & Document History

Date	Summary of Modifications	Version
25 January 2023	Version 1.0 released for publishing	1.0
22 February 2024	Version 1.1 endorsed for use Fixed some link issues	1.1

Table of Contents

Overview.....	4
Learner Instructions	5
Learner Information	5
Trainer Information	5
Resources Required	6
Work Health and Safety.....	6
Reasonable Adjustment.....	7
Formative Activities.....	8
I. Identify the Role of Infection Prevention and Control in the Work Setting.....	8
Activity 1.1	8
Activity 1.2	9
Activity 1.3	10
II. Follow Standard and Transmission-Based Precautions.....	11
Activity 2.1	11
Activity 2.2	12
Activity 2.3	12
III. Respond to Potential and Actual Exposure to Infection Risks	13
Activity 3.1	13
Activity 3.2	14

Overview

HLTINF006 - Apply basic principles and practices of infection prevention and control (Release 1)

This unit describes the performance outcomes, skills and knowledge required to apply basic infection prevention and control principles in a workplace, including implementing standard and transmission-based precautions and responding to risks.

This unit applies to individuals working in a range of industry and work setting contexts.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

A complete copy of the above unit of competency can be downloaded from the TGA website:

<https://training.gov.au/Training/Details/HLTINF006>

Learner Instructions

This Learning Activity Booklet contains formative activities that learners will complete in the classroom or a similar environment.

These formative activities include knowledge questions to test your underpinning generic knowledge and practical activities to test your skills relevant to the unit/s of competency.

These formative assessments are used by your trainer to complement both the learning and training processes, and to evaluate how you are progressing throughout these processes.

You may reference your Learner Guide and other learning materials to complete the activities included in this workbook.

IMPORTANT:

The completion of the formative assessments and learning activities included in this workbook DOES NOT lead to a Qualification or a Statement of Attainment (SOA).

Learner Information

Learner name	Nisha Chaudhary
Phone	0435314505
Email	nishach280@gmail.com

Trainer Information

Trainer name	Mr Sam
RTO name	Harvard Management Institute Pty Ltd.
RTO phone	0472643164
RTO email	melbourne@harvard.com.au

Resources Required

Resources needed to complete activities included in this workbook include:

- Computer with Internet, email access, and a working web browser
- Installed software: MS Word, Adobe Acrobat Reader
- Learner guide

Work Health and Safety

Both the trainers and learners have duty of care in ensuring that the learning environment is free from hazards that may pose risks to their health and safety.

According to WHS legislation, trainers and learners must take reasonable care while undertaking the activities included in this workbook in the learning environment.

Reasonable Adjustment

'Reasonable adjustment' in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a learner with a disability. A reasonable adjustment can be as simple as changing classrooms to be closer to amenities or installing a particular type of software on a computer for a person with vision impairment.

Why make a reasonable adjustment?

We make reasonable adjustments in VET to make sure that learners with disabilities have:

- The same learning opportunities as learners without disabilities, and
- The same opportunity to perform and complete assessments as those without disabilities.

Reasonable adjustment applied to participation in teaching, learning, and assessment activities can include:

- Customising resources and assessment activities within the training package or accredited course
- Modifying the presentation medium
- Learner support
- Use of assistive/adaptive technologies
- Making information accessible both before enrolment and during the course
- Monitoring the adjustments to ensure learner needs continue to be met

Assistive/Adaptive Technologies

Assistive/adaptive technology means 'software or hardware that has been specifically designed to assist people with disabilities in carrying out daily activities' (World Wide Web Consortium - W3C). It includes screen readers, magnifiers, voice recognition software, alternative keyboards, devices for grasping, visual alert systems, and digital note-takers.

(Adapted Reasonable Adjustment in teaching, learning and assessment for learners with a disability - November 2010 - Prepared by - Queensland VET Development Centre)

IMPORTANT:

Reasonable adjustment made for collecting learner assessment evidence must not impact the standard expected by the workplace, as expressed by the relevant unit/s of competency. For example, if the assessment were gathering evidence of the learner's competency in writing, allowing the learner to complete the assessment verbally would not be a valid assessment method. The method of assessment used by any reasonable adjustment must still meet the competency requirements.

Formative Activities

I. Identify the Role of Infection Prevention and Control in the Work Setting

Activity 1.1

Matching Type

Identify the means of infection transmission being described in each statement below.

Means of Infection Transmission
Contact transmission
Droplet transmission
Airborne transmission
Surface or object contamination
Penetrating injuries
Vectors

Means of Infection Transmission	
Penetrating injuries	i. This happens when contaminated sharp tools or materials puncture the skin.
Airborne transmission	ii. This happens when pathogens in small particles called aerosols get dispersed in the air.
Vectors	iii. This happens when other pathogen-carrying organisms like mosquitoes, ticks and fleas bite a person.
Surface or object contamination	iv. This happens when a susceptible person touches a surface or object where pathogens have latched on.

Means of Infection Transmission	
Contact transmission	v. This happens when there is direct physical contact between the infected person and the susceptible person.
Droplet transmission	vi. This happens when the infected person coughs, talks or sneezes while the susceptible person is nearby.

Activity 1.2

True or False

Review the statements below about the hierarchy of control. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Elimination of risk is the most effective control measure.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	ii. Substitution risk control separates the people from the hazard.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iii. PPE-related control measures are taken when hazard exposure is avoidable.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. Administrative controls are policies and procedures set by the management to minimise workplace risk.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	v. Engineering controls reduce risk by removing hazards completely.

Activity 1.3

Define the different degrees of pathogen exposure.

Exposure	Contact with a pathogen, which may or may not result in colonization or infection.
Colonisation	Pathogens are present in the body but do not cause symptoms or disease.
Infection	Pathogens invade and multiply, potentially causing symptoms but not necessarily disease.
Disease	A state where the infection causes noticeable symptoms and affects normal functioning.

II. Follow Standard and Transmission-Based Precautions

Activity 2.1

Matching Type

Listed below are the different types of Personal Protective Equipment (PPE).

- a. Gloves
- b. Masks
- c. Protective Eyewear
- d. Face Shields
- e. Protective Clothing

Match each to their description below, by writing the letter that corresponds to your answer in the space provided.

Description	
d	i. This protects the face, mouth, nose and eyes from infectious agents and other bodily fluids.
a	ii. This protects people from being exposed to pathogens that can be transmitted via hand contact.
b	iii. This protects the nose and mouth from exposure to blood, body substances, secretions and excretions.
c	iv. This protects the mucous membranes in the eyes from blood and other bodily fluids.
e	v. This protects the workers' uniforms, clothing and exposed body parts.

Activity 2.2

Fill in the blanks

The following are statements about waste management. Review each and complete the statement by filling in the missing words/phrases.

i.	^{General waste}	refers to waste material that has not come into contact with reservoirs of infectious agents.
ii.	^{Clinical waste}	contains infectious material, blood, bodily fluids or other contaminants that can cause injury, infection or disease.
iii.	^{Waste retrieval}	waste refers to the process of retrieving waste material in storage. To do this, you need to make sure that you wear appropriate PPE .
iv.	^{Sharps waste}	should be contained in a leak and puncture-proof container.
v.	^{Compaction}	is an automated, enclosed process. It involves using ^{mechanical} force to reduce the volume of waste before it is taken to a treatment or disposal facility.

Activity 2.3

Enumerate the steps to take in alcohol-based hand rubbing.

i.	Apply a palmful of alcohol-based hand rub to your cupped hands.
ii.	Rub hands palm to palm.
iii.	Rub the back of each hand with the palm of the other hand, interlacing fingers.
iv.	Rub palm to palm with fingers interlaced.
v.	Rub the backs of fingers to opposing palms with fingers interlocked.
vi.	Rub each thumb clasped in the opposite hand.
vii.	Rub fingertips in a circular motion on the opposite palm.

III. Respond to Potential and Actual Exposure to Infection Risks

Activity 3.1

Matching Type

Identify the people who you report to in the workplace about infection-related incidents being described in each statement below.

People in the Workplace to Whom Reports May be Made
Supervisors
General practitioners
Health care professionals
Carers
Responsible persons
Responsible authority

Description	
Supervisors	i. They have duties and responsibilities related to health and safety in the workplace. Workers and colleagues in the same role usually fall under this.
Carers	ii. They are tasked with overseeing the well-being of other individuals.
General practitioners	iii. They are doctors who you can report health-related information to.
Responsible persons	iv. They are in a high position of authority in the workplace.

Description	
Health care professionals	v. They are composed of nurses, receptionists, pharmacists or other job roles related to health care.
Responsible authority	vi. They are people with duties and responsibilities related to overseeing health and safety in the workplace. They may include PCBU's and health officers.

Activity 3.2

SCENARIO

ABC Clinic is a small health clinic that employs 25 people. This facility follows the Australian guidelines set by the National Health and Medical Research Council (NHMRC) for preventing the spread of infection in the workplace.

Glen is a health worker at ABC Clinic. It is winter season, and the temperature has dropped significantly. One day, he noticed a colleague looking pale while working. This person has also been coughing and sneezing every now and then. After several days, he observed that the number of people with coughs and colds had increased.

As a healthcare worker, Glen is responsible for developing measures to prevent this situation from worsening. He must think of ways to reduce the transmission of infectious agents in his workplace.

What can Glen do to reduce the transmission of infectious agents in his workplace?

1. Encourage colleagues to stay home if they are unwell.
2. Promote hand hygiene and ensure that hand sanitizers are available.
3. Increase the frequency of cleaning and disinfecting surfaces.
4. Implement the use of masks for those who are symptomatic or in close contact.
5. Educate staff about respiratory etiquette, such as covering coughs and sneezes.
6. Ensure proper ventilation in the workplace.

End of Document