

Framework for embedding the principles of
**Infection and Prevention and Control in
Allied Health Practice Guidelines**
into teaching curriculums

Developed by UNSW Sydney on behalf of the Australian Council of Deans of Health Sciences (ACDHS) and the Australian Allied Health Leadership Forum (AAHLF)



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Description

This framework has been developed at the request of the Australian Department of Health during the COVID-19 pandemic. The purpose of the framework is to guide embedding of the principles of Infection Prevention and Control in Allied Health Practice guidelines into teaching curriculums. The Guidelines were developed by the Allied Health Professions Australia (Allied Health Clinicians) and the Australian Council of Deans Health Sciences (ACDHS) on behalf of the Australian Allied Health Leadership Forum (AAHLF) to ensure students in Allied Health teaching programs receive the best theory on infection prevention and control, and appropriately apply this knowledge in various settings relevant to the profession. This framework is targeted at supporting staff involved in teaching, responsible for the oversight or development of teaching programs and curriculums in Allied Health schools.

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Aim 1: Appropriately prioritise embedding of principles of infection prevention and control at different stages of each professions teaching curriculum

Preamble: Entry-level Allied Health profession teaching programs vary in length from standalone 3 or 4 year undergraduate programs and 2 year or longer postgraduate offerings with eligibility conferred by the completion of a relevant undergraduate degree. To appropriately embed the principles of Infection Prevention and Control in Allied Health Practice Guidelines 2020 (<https://ahpa.com.au/wp-content/uploads/2020/10/200903-Infection-Prevention-Control-in-Allied-Health-Practice.pdf>) at different stages of each Allied Health profession teaching curriculums, we have proposed the following stages of teaching:

1. *Early stage:* content typically delivered in the first year of the teaching program prior to any preclinical activities or delivery. This stage involves delivering foundational theoretical knowledge that will be put into practice at later stages of the curriculum
2. *Mid stage:* teaching of clinical skills in virtual and simulated clinical environments which may involve student to student interaction prior to clinical or hospital settings, or observational practical sessions in hospital or clinical settings
3. *Late or clinical stage:* provision of clinical education involving direct patient care in hospital or clinical settings. This content is highly relevant for preparation into and within the workforce

We acknowledge that the Infection Prevention and Control in Allied Health Practice Guidelines 2020 is applicable to Allied Health clinicians broadly including the professions specified in the document and identified by the Australian Council of Deans of Health Science (ACDHS; indicated by asterisk; <https://acdhs.edu.au/about-us/>), but can also be applied to the following Allied Health professions who are eligible to provide Medicare and private healthcare services, as well as and other Allied Health professions:

- Aboriginal Health Workers
- Audiology*
- Chiropractors
- Diabetes educators
- Dietitians
- Exercise physiologists
- Medical laboratory science*
- Medical imaging/radiation therapy*
- Mental health nurses
- Nutritionists*
- Occupational therapy*
- Optometry*
- Orthoptics*
- Osteopaths
- Paramedicine*
- Pharmacy
- Physiotherapists
- Podiatry*
- Psychologists
- Social workers
- Speech pathology*

Professions provide allied health services across a wide variety of settings and allied health teaching programs are delivered at, include but are not limited to, the following:

- Private and public hospitals
- Long term and aged care residential facilities
- Community health services
- Indigenous health services
- Home visit services
- Mental health services
- Disability services
- Primary health and general practice clinics
- Justice health services
- Educational and recreational settings

Effective infection prevention and control measures appropriate to the specific setting should be implemented. Teaching content is structured to reflect the framework set by the Infection Prevention and Control in Allied Health Practice Guidelines 2020 and NHMRC Guidelines:

- Standard precautions
- Transmission-based precautions
- Pandemic response guidance

The content detailed in the tables below are broadly applicable to all Allied Health professions, and Allied Health specific resources and guidelines will be detailed in the Aim 2 of this framework.

Standard Precautions			
Task	Early Stage	Mid Stage	Late Stage
Hand hygiene	<ul style="list-style-type: none"> • Technique of effective hand hygiene • Factors that may influence effective hand hygiene • When to implement hand hygiene - 5 moments of hand hygiene • Solutions to use for optimal hand hygiene 	<ul style="list-style-type: none"> • Assessing hand washing amenities – to ensure appropriate implementation of hand hygiene 	<ul style="list-style-type: none"> • Practice development and design, policy and maintenance – appropriate products, complying with NHMRC guidelines • Comply with checklist page 15 of AHPA/ACDHS guidelines
Clothing	<ul style="list-style-type: none"> • Appropriate clothing, footwear, accessories and jewelry, length of fingernails (and use of artificial nails and nail polish) to minimise transmission • Appropriate laundering 		<ul style="list-style-type: none"> • Practice policy on clothing requirements – bare below the elbows • Comply with checklist page 16 of AHPA/ACDHS guidelines
Coughing and sneezing	<ul style="list-style-type: none"> • Respiratory hygiene and cough/sneeze etiquette 	<ul style="list-style-type: none"> • Patient education and self-audit on respiratory hygiene and cough/sneeze etiquette 	<ul style="list-style-type: none"> • Staff, student and patient management • Comply with checklist page 17 of AHPA/ACDHS guidelines
Client education	<ul style="list-style-type: none"> • Education on handwashing, risks of procedures and minimising spread • Appropriate use, storage, disposal and/or cleaning of any assistive technology 	<i>Early stage content may be taught here instead</i>	<ul style="list-style-type: none"> • Comply with checklist page 18 of AHPA/ACDHS guidelines
Blood and body spills	<ul style="list-style-type: none"> • Spill management and kits 	<i>Early stage content may be taught here instead</i>	<ul style="list-style-type: none"> • Importance of environment e.g. flooring • Comply with checklist page 20 of AHPA/ACDHS guidelines
Sharps management	<ul style="list-style-type: none"> • Sharps handling and disposal • Exposure management 	<ul style="list-style-type: none"> • Legislated notifiable incidents <p><i>Early stage content may be taught here instead</i></p>	<ul style="list-style-type: none"> • Comply with checklist page 22 of AHPA/ACDHS guidelines

Aseptic technique	<ul style="list-style-type: none"> • Definitions of aseptic terms • Principles of aseptic techniques • Aseptic non touch techniques 	<i>Early stage content may be taught here instead</i>	<ul style="list-style-type: none"> • Comply with checklist page 23 of AHPA/ACDHS guidelines
Waste management	<ul style="list-style-type: none"> • Appropriate management of waste • Waste management regulations per jurisdiction 		<ul style="list-style-type: none"> • Waste plans • Comply with checklist page 24 of AHPA/ACDHS guidelines
Linen		<ul style="list-style-type: none"> • Storage and handling of reusable and disposable linen 	<ul style="list-style-type: none"> • Comply with checklist page 25 of AHPA/ACDHS guidelines
Staff health and safety	<ul style="list-style-type: none"> • Requirements for vaccination and immunisation prior to placements • Work restrictions and exclusions for HCW with high risk communicable and non-communicable diseases 		<ul style="list-style-type: none"> • Staff vaccination and immunisation • Disease specific work restrictions and exclusions for staff • Comply with checklist page 27 of AHPA/ACDHS guidelines
Assistance animals			<ul style="list-style-type: none"> • Environmental cleaning or disinfection requirements
Infection prevention and control strategy	<ul style="list-style-type: none"> • Introduction to infection prevention and control policies 		<ul style="list-style-type: none"> • Infection prevention and control policies • Notifiable incidents and conditions • Comply with checklist page 30 of AHPA/ACDHS guidelines

Transmission-based Precautions			
Task	Early Stage	Mid Stage	Late Stage
Cleaning	<ul style="list-style-type: none"> • Modes of transmission • Precaution types • Physical and chemical cleaning • Surface barriers 	<ul style="list-style-type: none"> • Cleaning of practice environment, surfaces and fittings, shared client care equipment and client personal assistive technology 	<ul style="list-style-type: none"> • Determination of cleaning requirements • Comply with checklist page 37 of AHPA/ACDHS guidelines
Reusable medical devices	<ul style="list-style-type: none"> • Cleaning, disinfection and sterilisation 	<ul style="list-style-type: none"> • Criteria for reprocessing and storage of medical devices 	<ul style="list-style-type: none"> • Comply with checklist page 40 of AHPA/ACDHS guidelines
PPE	<ul style="list-style-type: none"> • Types, rationale, characteristics, standard and considerations for use • PPE donning and doffing procedures 	<ul style="list-style-type: none"> • Choosing appropriate PPE for client, staff and HCW task 	<ul style="list-style-type: none"> • Comply with checklist page 52 of AHPA/ACDHS guidelines

	<ul style="list-style-type: none"> Suitability for re-use and methods for washing/disinfection 		
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Pandemic Response			
Task	Early Stage	Mid Stage	Late Stage
How to best prepare your practice and staff	<ul style="list-style-type: none"> Health care responses to previous pandemics Complete online training courses for specific diseases 		<ul style="list-style-type: none"> Practice preparation considerations for pandemic response (pages 54-63) (AHPA/ACDHS guidelines)
How will you decide which services to offer when, how and to whom			
How to make in-person services safer if you are providing them			

Aim 2: Provide strategies for implementation including the development of teaching materials and toolkits

Preamble: This section details the currently available guidelines and resources that can be included in Allied Health teaching curriculums. Resources have been organised into early, mid and late stages mirroring the Aim 1 framework. Early-stage resources are appropriate for all Allied Health professions since this stage is when theoretical knowledge is acquired. Most mid and late stage (preclinical and clinical stage) resources are appropriate across all Allied Health professions.

Resources of tasks specific to different Allied Health professions have been detailed at the end of this document including relevant aerosol generating tasks, recommended cleaning information, reprocessing of reusable medical devices and PPE, PPE guide for specific tasks, and task modifications.

Resources in grey are non-WHO non-Australian resources that may not be specific to Australian contexts, and should be used with caution.

Note that each institution should deliver the content alongside their own WHS policies and recommended resources from professional bodies.

Early stage content

This section provides several links to third party websites and content, which may be subject to copyright and additional terms and conditions. We recommend you check for updates

Standard Precautions: Early stage		
Task	Content	Resources
Hand hygiene	<ul style="list-style-type: none"> • Technique of effective hand hygiene • Factors that may influence effective hand hygiene • When to implement hand hygiene • Solutions to use for optimal hand hygiene 	<ul style="list-style-type: none"> • National Hand Hygiene Initiative (NHHI) Manual June 2019 <ul style="list-style-type: none"> ○ Sections 1.5 and 1.6 barriers to effective hand hygiene ○ Section 2: the five moments of hand hygiene ○ Section 3: comparison of alcohol-based hand rubs and soap/water washing • NHHI online learning modules • NHHI resources includes videos, posters, brochures, presentation slides • Poster hand wash/rub technique WHO • WHO Tools for evaluation and feedback scroll down for Hand Hygiene Knowledge Questionnaire for Health-Care Workers • Hand Hygiene Technical Reference Manual WHO parts 1 and 2 • Clinical Excellence Commission NSW Gov
Clothing	<ul style="list-style-type: none"> • Appropriate clothing, footwear, accessories and jewelry, length of fingernails (and use of artificial nails and nail polish) to minimise transmission • Appropriate laundering 	<ul style="list-style-type: none"> • Video: waste and linen management Tas Gov, scroll down to bottom of page • Fact Sheet - Bare Below the Elbows Qld Gov • Bare Below the Elbows poster Tas Gov • Laundering of healthcare worker uniforms Aus Nursing and Midwifery Federation • Uniform and workwear guidance Royal College of Nursing
Coughing and sneezing	<ul style="list-style-type: none"> • Respiratory hygiene and cough/sneeze etiquette 	<ul style="list-style-type: none"> • Cover your cough poster link Victorian Gov • Cough FAQs poster SA Gov • Poster: cover your cough SA Gov • Video: respiratory hygiene Tas Gov, scroll down to bottom of page • Clinical Excellence Commission poster NSW Gov
Client education	<ul style="list-style-type: none"> • Education on hand hygiene, risks of procedures and minimising spread • Appropriate use, storage, disposal and/or cleaning of any assistive technology 	<ul style="list-style-type: none"> • Poster hand wash/rub technique WHO • Poster toolkit NSW Gov posters for practice display about masks, staying home if unwell, hand hygiene • <i>See profession-specific resources at end of this document</i>
Blood and body substances spills	<ul style="list-style-type: none"> • Spill management and kits 	<ul style="list-style-type: none"> • Spills Kit Checklist and Method (Practice Assist)

		<ul style="list-style-type: none"> • Vic Gov Dept of Health spills kit and guidelines • UNSW/ACDHS/AHPA Spill response interactive flowchart
Sharps management	<ul style="list-style-type: none"> • Sharps handling and disposal • Exposure management, legislated notifiable incidents 	<ul style="list-style-type: none"> • Aus Gov Dept of Health review of sharps best practice • Aus Gov Dept of Health summary of state sharps disposal legislation • NHMRC Infection Control Guidelines specifically section 3.1.2 (use and management of sharps) • NSW Dept of Health waste management directive • Factsheet Handling and disposal of sharps USQ factsheet • Guidelines occupational blood exposure Qld Gov • Clinical Excellence Commission NSW Gov • Work Health and Safety Act 2011 (legislation.gov.au) Part 3 Incident Notification • State and territory legislation <ul style="list-style-type: none"> ○ Qld incident notification ○ NSW incident notification ○ Vic incident notification ○ Tas incident notification ○ SA incident notification ○ WA incident notification ○ NT incident notification ○ ACT incident notification • UNSW/ACDHS/AHPA Sharps management poster • Healthcare Waste Management module Ethiopian Gov / The Open University, includes self-assessment questions
Aseptic technique	<ul style="list-style-type: none"> • Definitions of aseptic terms • Principles of aseptic techniques • Aseptic non touch techniques 	<ul style="list-style-type: none"> • Aseptic Technique Learning Module Page 5, Victorian Gov • Aseptic Technique Tutorial excerpt Aus Nursing and Midwifery Journal • Aseptic Technique Learning Module Page 6-10, Victorian Gov • Aseptic Technique Tutorial excerpt Aus Nursing and Midwifery Journal • Aseptic technique refresher online CPD for Australian doctors • https://www.acipc.org.au/resources/aseptic-technique-resources/ Australasian College for Infection Prevention and Control, many resources including protocols, procedures, toolkit for implementation, risk assessment tool • Clinical Excellence Commission NSW Gov • <i>See profession-specific resources at end of this document</i>

Waste management	<ul style="list-style-type: none"> • Appropriate management of waste • Waste management regulations per jurisdiction 	<ul style="list-style-type: none"> • https://www.practiceassist.com.au/Resource-Library WA Primary Health Alliance resource library: specifically Infection Control Policy Template • Biohazard Waste Industry waste management FAQs The Code of Practice for Biohazard Waste Management itself costs \$50 to download but the FAQs are free to access and cover key aspects of the Code. • AS-3816-2018 Management of clinical and related wastes <paywalled> • NSW Dept of Health waste management directive • Clinical Excellence Commission NSW Gov • UNSW/ACDHS/AHPA Hazardous waste disposal guide poster
Linen	NA	<ul style="list-style-type: none"> • NA
Work health and safety	<ul style="list-style-type: none"> • Requirements for vaccination and immunization prior to placements • Work restrictions and exclusions for HCW with high risk communicable and non-communicable diseases 	<ul style="list-style-type: none"> • Department of Health Australian National Guidelines for the Management of HCWs Living with BBV and HCWs who Perform Exposure Prone Procedures at Risk of Exposure to BBV • NHMRC exclusion periods for infectious diseases in staff Table 32 on pp 199-201
Assistance animals	NA	NA
Infection prevention and control strategy	<ul style="list-style-type: none"> • Introduction to infection prevention and control procedures 	<ul style="list-style-type: none"> • https://www.acipc.org.au/resources/aseptic-technique-resources/ Australasian College for Infection Prevention and Control, many resources including protocols, procedures, toolkit for implementation, risk assessment tool

Transmission-based Precautions: Early stage		
Task	Content	Resources
Cleaning	<ul style="list-style-type: none"> • Modes of transmission • Precaution types • Physical and chemical cleaning • Surface barriers 	<ul style="list-style-type: none"> • Videos: (1) Chain of infection (2) Environmental cleaning (3) Standard precautions (4) Transmission based precautions Tas Gov • Environmental cleaning for COVID19 Aus Gov, also generally applicable to other infectious diseases • Cleaning Standards (sahealth.sa.gov.au) specifically sections 2 (basics of infection control) and 4 (cleaning chemicals, equipment and technique) • CDC Chains of infection learning module • Basic Concepts in the Transmission of Communicable Diseases Module Ethiopian Gov / The Open University, includes self-assessment questions
Reusable medical and non-medical devices	<ul style="list-style-type: none"> • Cleaning, disinfection and sterilisation 	<ul style="list-style-type: none"> • Video: single use items, disinfection and sterilisation Tas Gov, scroll down to bottom of page • Clinical Excellence Commission NSW Gov • Cleaning, Disinfection, Sterilisation: What Are The Differences? registerednursing.org • Cleaning, Disinfection & Sterilization Guidelines CDC
PPE	<ul style="list-style-type: none"> • Types, rationale, characteristics, standard and considerations for use • PPE donning and doffing procedures • Suitability for re-use and methods for washing/disinfection 	<ul style="list-style-type: none"> • Infection Prevention Control in Allied Health Practice apha.com.au table 12 • Aus Gov Dept of Health PPE for the health workforce includes videos and factsheets • NHMRC Infection Control Guidelines specifically section 3.3 (personal protective equipment) • Reuse and cleaning of face masks and gowns – TGA advice • Clinical Excellence Commission NSW Gov • The WHO Academy COVID-19 learning app for health workers • Personal Protective Equipment module Washington University, up to and including the second of three knowledge checks, includes self-assessment • PPE Training Video: Donning and Doffing PPE Nursing Skill - YouTube • CDC PPE Guidelines including posters for display • Reuse of PPE – assessment of need and performance

Pandemic Response: Early stage		
Task	Content	Resources
Preparation of your practice and staff	<ul style="list-style-type: none"> • Health care responses to previous pandemics • Complete online training courses for specific diseases 	<ul style="list-style-type: none"> • Australia's COVID-19 primary care response overview published in MJA • Australian Health Sector Emergency Response Plan for Novel Coronavirus 2019 • COVID-19 infection control training for infection prevention and control for COVID-19, training for aged care workers and training focused on rural and remote communities and Aboriginal and Torres Strait Islander health • Pandemics: Past, Present, and Future numerous historical perspectives on health and disease published by Ohio State and Miami Universities • Pandemics: Past, Present and Future list of publications by the Pandemic Research Group at University of Auckland • Introduction to Public Health module University of Arkansas, intro module is free to enrol and takes 2 hours to complete • The impact of COVID-19 on allied health professions (plos.org) academic paper about stress and workplace impacts of COVID19 on allied health professionals in the US • Responding to Pandemics: Past, Present and Future magazine article about a new course developed by Duke University in 2020
Deciding which services to offer, when, how and to whom		
Making in-person services safer if you are providing them		

Mid stage content

Standard Precautions		
Task	Content	Resources
Hand hygiene	<ul style="list-style-type: none"> Assessing hand washing amenities – to ensure appropriate implementation of hand hygiene 	<ul style="list-style-type: none"> National Hand Hygiene Initiative (NHHI) Manual June 2019 <ul style="list-style-type: none"> Sections 3.9 to 3.12 WHO Tools for evaluation and feedback scroll down for Ward Infrastructure Survey Hand Hygiene Technical Reference Manual WHO specifically part 3 on auditing of workplaces and procedures
Clothing	NA	NA
Coughing and sneezing	<ul style="list-style-type: none"> Patient education and self-audit on respiratory hygiene and cough/sneeze etiquette 	<ul style="list-style-type: none"> Cover your cough poster link Victorian Gov Poster: cover your cough SA Gov Clinical Excellence Commission poster NSW Gov
Client education	NA	NA
Blood and body substances spills	NA	NA
Sharps management	<ul style="list-style-type: none"> Legislated notifiable incidents 	<ul style="list-style-type: none"> NHMRC Infection Control Guidelines specifically section 3.1.2 (use and management of sharps) Factsheet Handling and disposal of sharps USQ factsheet Work Health and Safety Act 2011 (legislation.gov.au) Part 3 Incident Notification State and territory legislation <ul style="list-style-type: none"> Qld incident notification NSW incident notification Vic incident notification Tas incident notification SA incident notification WA incident notification NT incident notification ACT incident notification https://www.practiceassist.com.au/Resource-Library WA Primary Health Alliance resource library: specifically Infection Control Policy Template NSW Dept of Health waste management directive
Aseptic technique	NA	NA

Waste management	NA	NA
Linen	<ul style="list-style-type: none"> Storage and handling of reusable and disposable linen 	<ul style="list-style-type: none"> Video: waste and linen management Tas Gov, scroll down to bottom of page AS/NZS 4146:2000 Laundry practice <paywalled> CDC laundry guidelines
Work health and safety	NA	NA
Assistance animals	NA	
Infection prevention and control strategy	NA	

Transmission-based Precautions		
Task	Content	Resources
Cleaning	<ul style="list-style-type: none"> Cleaning of practice environment, surfaces and fittings, shared client care equipment and client personal assistive technology 	<ul style="list-style-type: none"> Videos: (1) Environmental cleaning (2) Transmission based precautions Tas Gov Environmental cleaning for COVID19 Aus Gov, also generally applicable to other infectious diseases Cleaning Standards (sahealth.sa.gov.au) specifically sections 4 (cleaning chemicals, equipment and technique) and 5 (cleaning schedule) Clinical Excellence Commission NSW Gov
Reusable medical and non-medical devices	<ul style="list-style-type: none"> Criteria for reprocessing and storage of medical and non-medical devices 	<ul style="list-style-type: none"> Video: single use items, disinfection and sterilisation Tas Gov, scroll down to bottom of page NHMRC Infection Control Guidelines specifically section 3.1.4 (reprocessing of reusable medical devices) Cleaning, Disinfection & Sterilization Guidelines CDC
PPE	<ul style="list-style-type: none"> Choosing appropriate PPE for client, staff and HCW task 	<ul style="list-style-type: none"> Infection Prevention Control in Allied Health Practice apha.com.au table 12 NHMRC Infection Control Guidelines specifically section 3.3 (personal protective equipment) Vic Gov choosing correct PPE SA Gov Policy on Selection of PPE Aus Gov Dept of Health PPE for the health workforce includes videos and factsheets Personal Protective Equipment module Washington University, from “safely wearing PPE” section up to and including the last knowledge check, includes self-assessment PPE Training Video: Donning and Doffing PPE Nursing Skill - YouTube CDC PPE Guidelines including posters for display

Pandemic Response

Task	Content	Resources
Preparation of your practice and staff	<ul style="list-style-type: none">• Health care responses to previous pandemics• Complete online training courses for specific diseases	<ul style="list-style-type: none">• <i>See details under early stage</i>
Deciding which services to offer, when, how and to whom		
Making in-person services safer if you are providing them		

Late stage content

Standard Precautions		
Task	Content	Resources
Hand hygiene	<ul style="list-style-type: none"> Practice development and design, policy and maintenance – appropriate products, complying with NHMRC guidelines Comply with checklist page 15 of AHPA/ACDHS guidelines 	<ul style="list-style-type: none"> National Hand Hygiene Initiative (NHHI) Manual June 2019 <ul style="list-style-type: none"> Sections 3.9 to 3.12 WHO Tools for evaluation and feedback scroll down for Ward Infrastructure Survey Hand Hygiene Technical Reference Manual WHO specifically part 3 on auditing of workplaces and procedures NHMRC Infection Control Guidelines specifically section 3.1.1 (hand hygiene) https://www.practiceassist.com.au/Resource-Library WA Primary Health Alliance resource library: specifically Infection Control Policy Template and Infection Control in Pandemics poster
Clothing	<ul style="list-style-type: none"> Practice policy on clothing requirements – bare below the elbows Comply with checklist page 16 of AHPA/ACDHS guidelines 	<ul style="list-style-type: none"> Fact Sheet - Bare Below the Elbows Qld Gov Bare Below the Elbows poster Tas Gov https://www.practiceassist.com.au/Resource-Library WA Primary Health Alliance resource library: specifically Infection Control Policy Template Uniform and workwear guidance Royal College of Nursing
Coughing and sneezing	<ul style="list-style-type: none"> Staff, student and patient management Comply with checklist page 17 of AHPA/ACDHS guidelines 	<ul style="list-style-type: none"> Cover your cough poster link Victorian Gov Poster: cover your cough SA Gov https://www.practiceassist.com.au/Resource-Library WA Primary Health Alliance resource library: specifically Infection Control Policy Template and Infection Control in Pandemics poster
Client and staff education	<ul style="list-style-type: none"> Comply with checklist page 18 of AHPA/ACDHS guidelines 	<ul style="list-style-type: none"> Poster hand wash/rub technique WHO Poster toolkit NSW Gov posters for practice display about masks, staying home if unwell, hand hygiene https://www.practiceassist.com.au/Resource-Library WA Primary Health Alliance resource library: specifically Infection Control Policy Template and Infection Control Break the Chain poster Clinical Excellence Commission education, training, posters and videos NSW Gov
Blood and body substances spills	<ul style="list-style-type: none"> Importance of environment e.g. flooring Comply with checklist page 20 of AHPA/ACDHS guidelines 	<ul style="list-style-type: none"> NHMRC Infection Control Guidelines specifically section 3.1.3 (routine management of the physical environment) NSW Dept of Health floor coverings in health care guidelines

		<ul style="list-style-type: none"> • Australasian Health Facility Guidelines: Infection Control re planning, design, and construction of health care facilities •
Sharps management	<ul style="list-style-type: none"> • Comply with checklist page 22 of AHPA/ACDHS guidelines 	<ul style="list-style-type: none"> • NHMRC Infection Control Guidelines specifically section 3.1.2 (use and management of sharps) • Factsheet Handling and disposal of sharps USQ factsheet • Work Health and Safety Act 2011 (legislation.gov.au) Part 3 Incident Notification • State and territory legislation <ul style="list-style-type: none"> ○ Qld incident notification ○ NSW incident notification ○ Vic incident notification ○ Tas incident notification ○ SA incident notification ○ WA incident notification ○ NT incident notification ○ ACT incident notification • https://www.practiceassist.com.au/Resource-Library WA Primary Health Alliance resource library: specifically Infection Control Policy Template • NSW Dept of Health waste management directive
Aseptic technique	<ul style="list-style-type: none"> • Comply with checklist page 23 of AHPA/ACDHS guidelines 	<ul style="list-style-type: none"> • https://www.acipc.org.au/resources/aseptic-technique-resources/ Australasian College for Infection Prevention and Control, many resources including protocols, procedures, toolkit for implementation, risk assessment tool
Waste management	<ul style="list-style-type: none"> • Waste plans • Comply with checklist page 24 of AHPA/ACDHS guidelines 	<ul style="list-style-type: none"> • https://www.practiceassist.com.au/Resource-Library WA Primary Health Alliance resource library: specifically Infection Control Policy Template • Biohazard Waste Industry waste management FAQs The Code of Practice for Biohazard Waste Management itself costs \$50 to download but the FAQs are free to access and cover key aspects of the Code. • AS-3816-2018 Management of clinical and related wastes <paywalled> • NSW Dept of Health waste management directive
Linen	<ul style="list-style-type: none"> • Comply with checklist page 25 AHPA/ACDHS guidelines 	<ul style="list-style-type: none"> • AS/NZS 4146:2000 Laundry practice <paywalled> • https://www.practiceassist.com.au/Resource-Library WA Primary Health Alliance resource library: specifically Infection Control Policy Template

Work health and safety	<ul style="list-style-type: none"> • Staff vaccination and immunisation • Disease specific work restrictions and exclusions for staff • Comply with checklist page 27 of AHPA/ACDHS guidelines 	<ul style="list-style-type: none"> • https://www.practiceassist.com.au/Resource-Library WA Primary Health Alliance resource library: specifically Infection Control Policy Template • Department of Health Series of National Guidelines (SoNGs) Aus Gov guidelines for public health units re notifiable disease events • NHMRC guidelines Table 32 (pp199-201) exclusion periods for infectious diseases in staff and Table 31 (p195) vaccinations for health care workers
Assistance animals	<ul style="list-style-type: none"> • Environmental cleaning or disinfection requirements 	<ul style="list-style-type: none"> • Animal Visits in Healthcare policy document (acipc.org.au)
Infection prevention and control strategy	<ul style="list-style-type: none"> • Infection prevention and control policies • Notifiable incidents and conditions • Comply with checklist page 30 AHPA/ACDHS guidelines 	<ul style="list-style-type: none"> • https://www.practiceassist.com.au/Resource-Library WA Primary Health Alliance resource library: specifically Infection Control Policy Template • Work Health and Safety Act 2011 (legislation.gov.au) Part 3 Incident Notification • State and territory legislation <ul style="list-style-type: none"> ○ Qld incident notification ○ NSW incident notification ○ Vic incident notification ○ Tas incident notification ○ SA incident notification ○ WA incident notification ○ NT incident notification ○ ACT incident notification • Department of Health Australian National Guidelines for the Management of HCWs Living with BBV and HCWs who Perform Exposure Prone Procedures at Risk of Exposure to BBV • Department of Health Australian national notifiable diseases and case definitions • Department of Health Links to State and Territory Public Health Legislation, the Biosecurity Act, and the National Health Security Act 2007 • Preventing and Controlling Infections Standard Australian Commission on Safety and Quality in Health Care particularly part 3 • Clinical Excellence Commission NSW Gov

Transmission-based Precautions		
Task	Content	Resources
Cleaning	<ul style="list-style-type: none"> Determination of cleaning requirements Comply with checklist page 37 of AHPA/ACDHS guidelines 	<ul style="list-style-type: none"> Environmental cleaning for COVID19 Aus Gov, also generally applicable to other infectious diseases Cleaning Standards (sahealth.sa.gov.au) https://www.practiceassist.com.au/Resource-Library WA Primary Health Alliance resource library: specifically Infection Control Policy Template and General Practice Cleaning Schedule NHMRC frequency of cleaning table Section 6.1 Table A2.2 pp.263-270
Reusable medical devices	<ul style="list-style-type: none"> Comply with checklist page 40 of AHPA/ACDHS guidelines 	<ul style="list-style-type: none"> NHMRC Infection Control Guidelines specifically section 3.1.4 (reprocessing of reusable medical devices) Healthcare practice audit tools SA Health Dept specifically audit of storage of sterile stock NSW Health Dept reusable devices with links to lots of info from other orgs Public Health Ontario reusable device reprocessing guide includes checklists for community based health orgs for self audit, as well as decision charts to classify devices Cleaning, Disinfection & Sterilization Guidelines CDC
PPE	<ul style="list-style-type: none"> Comply with checklist page 52 of AHPA/ACDHS guidelines 	<ul style="list-style-type: none"> Aus Gov Dept of Health PPE for the health workforce includes videos, factsheets, posters and guidelines https://www.practiceassist.com.au/Resource-Library WA Primary Health Alliance resource library: specifically Infection Control Policy Template CDC PPE Guidelines including posters for display

Pandemic response		
Task	Content	Resources
Preparation of your practice and staff	<ul style="list-style-type: none"> Practice preparation considerations for pandemic response (pages 54-63 of AHPA/ACDHS guidelines) 	<ul style="list-style-type: none"> Aus Gov Health Dept resources including posters for allied health practices Worksafe Vic employer guide to pandemic preparation ANU allied health practice preparation for pandemic checklist ANU allied health pandemic factsheet Vic Gov telehealth decision tool Receptionist checklist for COVID-19 also applicable to other pandemic diseases Service Delivery Risk Analysis matrix developed for prosthetic practitioners, but matrix applicable to other allied health AHPRA COVID19 info Service Delivery Risk Analysis matrix Australian Orthotic Prosthetic Association developed for orthotists/prosthetists, but matrix applicable to other allied health Clinical Excellence Commission COVID-19 Infection Prevention and Control Manual NSW Gov
Deciding which services to offer, when, how and to whom		
Making in-person services safer if you are providing them		

Profession-specific Resources

Exercise Physiology / Chiropractors / Medical Imaging / Radiation Therapy / Occupational Therapy / Physiotherapy		
Task	Content	Resources
General infection control advice	<ul style="list-style-type: none"> • Pandemic response • Professional guidelines • Standards and guidelines 	<ul style="list-style-type: none"> • ESSA COVID-19 information • ESSA rapid reviews for exercise physiology in context of COVID-19 other information on ESSA website behind member login wall • ACA COVID-19 information and there is more information behind a member login wall • Australian Society of Medical Imaging and Radiation Therapy (ASMIRT) COVID-19 advice • ASMIRT Professional Practice Standards • APA Infection Control FAQs • APA Standards for Physiotherapy Practices specifically Standard 4.3 • APA COVID-19 resources
Practice modification	<ul style="list-style-type: none"> • Pandemic response 	<ul style="list-style-type: none"> • Occupational Therapy Australia - Practice Transition Support (otaus.com.au) • ESSA recommendations for provision of exercise services during COVID19

Audiology		
Task	Content	Resources
Client education	<ul style="list-style-type: none"> • Risks of procedures • Appropriate use, storage, disposal and/or cleaning of any assistive technology eg communication and hearing devices 	<ul style="list-style-type: none"> • How to clean hearing aids
Cleaning	<ul style="list-style-type: none"> • Cleaning of practice environment, surfaces and fittings, shared client care equipment and client personal assistive technology 	<ul style="list-style-type: none"> • Infection Prevention Control in Allied Health Practice Appendix 3, audiology section on p 72
Reusable medical devices	<ul style="list-style-type: none"> • Criteria for reprocessing and storage of medical devices 	<ul style="list-style-type: none"> • Infection Prevention Control in Allied Health Practice Appendix 4, audiology section on p 85
Pandemic response	<ul style="list-style-type: none"> • Use of microscopes and voroscopes while wearing PPE • Communication with hearing impaired clients while using mouth-obscuring PPE 	<ul style="list-style-type: none"> • Resources to be developed

Orthotists / Prosthetists		
Task	Content	Resources
Client education	<ul style="list-style-type: none"> • Education on risks of procedures • Appropriate use, storage, disposal and/or cleaning of any assistive technology eg orthoses and prostheses 	<ul style="list-style-type: none"> • Resources for clients with prostheses NSW Health • Maintaining your orthoses Qld Health • These listed resources provide examples of client education that may be provided at the time of fitting a specific orthosis/prosthesis. It should be noted however that orthotists/prosthetists are required to refer to the Manufacturer’s guidelines and instructions when determining device-specific use, storage, disposal and/or cleaning of any assistive technology. For this reason AOPA do not publish generalised client education resources. • Education on risks of procedures should also be device-specific and included in the information provided at the time of assessment/procedure/fitting.
Cleaning	<ul style="list-style-type: none"> • Cleaning of practice environment, surfaces and fittings, shared client care equipment and client personal assistive technology 	<ul style="list-style-type: none"> • Infection Prevention Control in Allied Health Practice table pp 73-78
Reusable medical devices	<ul style="list-style-type: none"> • Criteria for reprocessing and storage of medical devices 	<ul style="list-style-type: none"> • Infection Prevention Control in Allied Health Practice table pp 92-95
PPE	<ul style="list-style-type: none"> • Selection of appropriate PPE 	<ul style="list-style-type: none"> • Infection Prevention Control in Allied Health Practice table p 104
Task modification	<ul style="list-style-type: none"> • Modifying tasks during a pandemic 	<ul style="list-style-type: none"> • Infection Prevention Control in Allied Health Practice table pp 116-117 • Suggestions for Prosthetic Orthotic Clinics that Must Remain Open, The International Society of Prosthetics and Orthotics

Podiatry		
Task	Content	Resources
Client education	<ul style="list-style-type: none"> • Education on risks of procedures • Appropriate use, storage, disposal and/or cleaning of any assistive technology 	<ul style="list-style-type: none"> • Podiatry Board Infection Control Guidelines • https://www.podiatry.org.au/ <password protected> includes section on communicating with patients • Podiatry Association Foot health fact sheets • Diabetes Australia • Foot care – Diabetes Australia
Aseptic technique	<ul style="list-style-type: none"> • Aseptic non touch techniques 	<ul style="list-style-type: none"> • Podiatry Board Infection Control Guidelines
Cleaning	<ul style="list-style-type: none"> • Cleaning of practice environment, surfaces and fittings, shared client care equipment and client personal assistive technology 	<ul style="list-style-type: none"> • Infection Prevention Control in Allied Health Practice table pp 80-81
Reusable medical devices	<ul style="list-style-type: none"> • Criteria for reprocessing and storage of medical devices 	<ul style="list-style-type: none"> • Podiatry Board Infection Control Guidelines

Speech pathology		
Task	Content	Resources
Cleaning	<ul style="list-style-type: none"> • Cleaning of practice environment, surfaces and fittings, shared client care equipment and client personal assistive technology 	<ul style="list-style-type: none"> • Infection Prevention Control in Allied Health Practice table pp 81-84
Reusable medical devices	<ul style="list-style-type: none"> • Criteria for reprocessing and storage of medical devices 	<ul style="list-style-type: none"> • Infection Prevention Control in Allied Health Practice table pp 96-99
PPE	<ul style="list-style-type: none"> • Selection of appropriate PPE 	<ul style="list-style-type: none"> • Speech Pathology Australia risk assessment tool • Infection Prevention Control in Allied Health Practice table pp 100-103
Task modification	<ul style="list-style-type: none"> • Modifying tasks during a pandemic 	<ul style="list-style-type: none"> • Infection Prevention Control in Allied Health Practice table pp 108-115 • Supporting student placements during COVID-19 Speech Pathology Australia
Profession-specific infection control	<ul style="list-style-type: none"> • Oral-peripheral examination/orofacial examination • Dysphagia screening/assessment & cough test • Hearing assessment (also wiping down of audiometers, tympanometers, otoscopes, headphones) & when using an audiological booth • Wiping down toys and table tops after each use • Use of technology/apps: i-pads assistive communication devices that will need to be cleaned after use. 	<ul style="list-style-type: none"> • Speech Pathology Australia guidance for service delivery, clinical procedures and infection control during COVID-19 pandemic • Resources to be developed

Optometry / Orthoptics		
Task	Content	Resources
Client education	<ul style="list-style-type: none"> • Education on risks of procedures • Appropriate use, storage, disposal and/or cleaning of any assistive technology 	<ul style="list-style-type: none"> • Optometry Aus brochures for patients <password protected> includes brochures on dry eye, contact lenses and eye drops, but no specific details re infection control • Hand Sanitiser information for consumers Aus Gov TGA
Cleaning	<ul style="list-style-type: none"> • Cleaning of practice environment, surfaces and fittings, shared client care equipment and client personal assistive technology 	<ul style="list-style-type: none"> • Infection Prevention Control in Allied Health Practice table pp 80-81 • Optometry Australia Infection Control Guidelines 2020 • Cleaning of equipment supplied by Zeiss
Reusable medical devices	<ul style="list-style-type: none"> • Criteria for reprocessing and storage of medical devices 	<ul style="list-style-type: none"> • Infection Prevention Control in Allied Health Practice Appendix 4, table on pp 86-91 • Optometry Australia Infection Control Guidelines 2020
PPE	<ul style="list-style-type: none"> • Selection of appropriate PPE 	<ul style="list-style-type: none"> • Infection Prevention Control in Allied Health Practice table pp 105-106 • Optometry Australia Infection Control Guidelines 2020 • PHN PPE access for orthoptists, Orthoptics Australia • PPE for the health workforce, Aus Gov • PPE guidelines, Victorian Gov
Task modification	<ul style="list-style-type: none"> • Modifying tasks during a pandemic 	<ul style="list-style-type: none"> • Infection Prevention Control in Allied Health Practice table p 107 • Optometry Australia Infection Control Guidelines 2020
General infection control advice	<ul style="list-style-type: none"> • Includes hand hygiene, PPE, sharps, cleaning, reprocessing, contact lenses, tonometry, gonioscopy 	<ul style="list-style-type: none"> • Optometry Australia Infection Control Guidelines • Practice posters and social media tiles - Optometry Australia for pandemic response • COVID-19 update for optometrists - Optometry Australia • COVID-19 infection control training Australian Government Department of Health

Dietetics

Task	Content	Resources
General infection control advice	<ul style="list-style-type: none">• Physical examinations of patients during nutrition assessments• Examining gastrostomy sites• Use of enteral feeding equipment and consumables• Wastage and potential reuse of packaged foods including nutritional supplements• HACCP food safety methodology• Low microbial diets	<ul style="list-style-type: none">• HACCP Australia includes resources on management/hazard reduction in relation to food safety• Resources to be developed

Aim 3: Set targets to ensure the content has been successfully embedded in the teaching curricula

Preamble: To ensure that content from the Infection Prevention and Control guidelines has been successfully embedded into teaching curricula, standard learning outcomes, learning activities and assessments which can be easily modified to suit any teaching curriculum have been proposed. Some visual examples of learning activities or assessments are also provided.

Standard Precautions: Early stage			
Task	Content	Learning outcomes	Assessments and learning activity examples
Hand hygiene	<ul style="list-style-type: none"> • Technique of effective hand washing and rubbing • Factors that may influence effective hand hygiene • When to implement hand hygiene - 5 moments of hand hygiene • Solutions to use for optimal hand hygiene 	<ul style="list-style-type: none"> • Demonstrate the technique of effective hand washing • List factors that may influence hand washing including types of solutions • Describe when to implement hand hygiene 	<p>Create a video or a live demonstration of appropriate hand washing. Live hand demonstrations should be evaluated as a part of clinical skills assessments.</p> <p>Locate a poster or infographic which promotes effective hand washing techniques. Evaluate the effectiveness of the poster and suggest improvements. Share the results with the class as a presentation or post to a discussion forum.</p> <p><i>For an example, click here</i></p>
Clothing	<ul style="list-style-type: none"> • Appropriate clothing and footwear to minimize transmission • Appropriate laundering 	<ul style="list-style-type: none"> • Identify appropriate clothing and footwear to minimize transmission • Describe best practice of laundering of soiled uniform and/or clothing 	<p>Produce a visual guide using any form of media (short video clip, poster, podcast etc) to educate the public on appropriate clothing and footwear to minimize transmission and how to launder them appropriately.</p> <p><i>For an example, click here</i></p>
Coughing and sneezing	<ul style="list-style-type: none"> • Respiratory hygiene and cough/sneeze etiquette 	<ul style="list-style-type: none"> • Demonstrate appropriate respiratory hygiene and cough/sneeze etiquette 	<p>Produce a video demonstrating inappropriate respiratory hygiene and cough/sneeze etiquette.</p>

Client education	<ul style="list-style-type: none"> • Education on handwashing, risks of procedures and minimising spread • Appropriate use, storage, disposal and/or cleaning of any assistive technology 	<ul style="list-style-type: none"> • Assess client education on handwashing, risks of procedures and understanding of minimizing spread. • Display appropriate use, storage, disposal and/or cleaning of any assistive technology 	Working in a group, develop a visual aid targeting patients – search for a disease transmitted direct contact/ droplet/ airborne/ common vehicle
Blood and body spills	<ul style="list-style-type: none"> • Spill management and kits 	<ul style="list-style-type: none"> • Apply appropriate process for managing spills 	Describe an appropriate procedure that needs to be taken place for a chosen spill incident.
Sharps management	<ul style="list-style-type: none"> • Sharps handling and disposal • Exposure management 	<ul style="list-style-type: none"> • Demonstrate appropriate practice protocols for sharps handling and disposal 	Critique a scenario of inappropriate sharps handling and/or disposal (e.g. A formative activity using H5P identify hot spots)
Aseptic technique	<ul style="list-style-type: none"> • Definitions of aseptic terms • Principles of aseptic techniques • Aseptic non touch techniques 	<ul style="list-style-type: none"> • Describe aseptic terms • Review principles of aseptic and Aseptic non touch techniques 	<p>Provide definitions of aseptic terms (e.g. a formative activity using H5P Flipcards)</p> <p><i>For an example, click here</i></p> <p>Watch a video on aseptic techniques and identify the incorrect techniques (e.g. A formative activity using H5P identify hot spots)</p>
Waste management	<ul style="list-style-type: none"> • Appropriate management of waste • Waste management regulations 	<ul style="list-style-type: none"> • Summarise appropriate clinical waste management for different clinical settings 	<p>Investigate waste management at your clinic/teaching/workplace. Take a photo of one example of appropriate clinical waste management and write a short description. Post your photo and description in a forum, Padlet or VoiceThread.</p> <p><i>For an example, click here</i></p>
Linen			
Staff health and safety	<ul style="list-style-type: none"> • Requirements for vaccination and immunisation prior to placements • Work restrictions and exclusions for healthcare worker with high risk 	<ul style="list-style-type: none"> • Describe work restrictions and exclusions for various infectious diseases 	Create a video aimed at clinical practices describing appropriate work restrictions and exclusions for various infectious diseases

	communicable and non-communicable diseases		including successful and unsuccessful examples. Find a case where staff health and safety and identify protocols were breached or misplaced and explain why.
Assistance animals			
Infection prevention and control strategy			

Standard Precautions: Mid Stage			
Task	Content	Learning outcomes	Assessments and learning activity examples
Hand hygiene	<ul style="list-style-type: none"> Assessing hand washing facilities – to ensure appropriate implementation of hand hygiene 	<ul style="list-style-type: none"> Appraise hand washing facilities 	Critically assess and provide methods to improve hand washing facility to ensure appropriate implementation of hand hygiene. Share the results with the class as a presentation or post to a discussion forum.
Clothing			
Coughing and sneezing	<ul style="list-style-type: none"> Patient management 	<ul style="list-style-type: none"> Implement appropriate management techniques to patients and staff with respiratory symptoms 	Describe the respiratory symptoms of an airborne transmitted disease and produce a self-checklist for self-audit
Client education	<ul style="list-style-type: none"> Education on handwashing, risks of procedures and minimizing spread Appropriate use, storage, disposal and/or cleaning of any assistive technology 	<ul style="list-style-type: none"> Assess client education on handwashing, risks of procedures and understanding of minimizing spread. Display appropriate use, storage, disposal and/or cleaning of any assistive technology 	Working in a group, develop a visual aid targeting patients – search for a disease transmitted direct contact/ droplet/ airborne/ common vehicle
Blood and body spills			
Sharps management	<ul style="list-style-type: none"> Sharps handling and disposal Exposure management, legislated notifiable incidents 	<ul style="list-style-type: none"> Demonstrate appropriate practice protocols for sharps handling and disposal, and exposure management 	Provide short answers to questions on how to manage potential scenarios
Aseptic technique	<ul style="list-style-type: none"> Principles of aseptic techniques Aseptic non touch techniques 	<ul style="list-style-type: none"> Review principles of aseptic and Aseptic non touch techniques 	Watch a video on aseptic techniques and identify the incorrect techniques (e.g. A formative activity using H5P identify hot spots)
Waste management			
Linen	<ul style="list-style-type: none"> Storage and handling of reusable linen 	<ul style="list-style-type: none"> Demonstrate compliant storage and handling of reusable linen 	Produce a visual guide using any form of media (short video clip, poster, podcast etc) to educate clinicians on appropriate storage and handling of reusable linen

Staff health and safety			
Assistance animals			
Infection prevention and control strategy			

Standard Precautions: Late Stage			
Task	Content	Learning outcomes	Assessments and learning activity examples
Hand hygiene	<ul style="list-style-type: none"> Practice development and design, policy and maintenance – appropriate products, complying with NHMRC guidelines Comply with checklist page 15 of AHPA/ACDHS guidelines 	<ul style="list-style-type: none"> Access compliance of a clinical practice with NHMRC guidelines 	Develop a learning material that complies with NHMRC guidelines on hand hygiene (e.g. Infographic video, audio recording)
Clothing	<ul style="list-style-type: none"> Practice policy on clothing requirements – bare below the elbows Comply with checklist page 16 of AHPA/ACDHS guidelines 	<ul style="list-style-type: none"> Apply appropriate clothing requirements in a clinical setting 	Identify the appropriate clothing (e.g. A formative activity using H5P to identify hot spots) <i>For example, click here</i>
Coughing and sneezing	<ul style="list-style-type: none"> Staff, student and patient management Comply with checklist page 17 of AHPA/ACDHS guidelines 	<ul style="list-style-type: none"> Implement appropriate management of techniques to patients and staff with respiratory symptoms 	Create a clinical practice manual of appropriate management of techniques of staff and patients with respiratory symptoms
Client education	<ul style="list-style-type: none"> Comply with checklist page 18 of AHPA/ACDHS guidelines 		
Blood and body spills	<ul style="list-style-type: none"> Importance of environment e.g. flooring Comply with checklist page 20 of AHPA/ACDHS guidelines 	<ul style="list-style-type: none"> Apply correct process for managing spills appropriate to the setting 	Describe an appropriate procedure that needs to be implemented for a chosen spill incident.
Sharps management	<ul style="list-style-type: none"> Comply with checklist page 22 of AHPA/ACDHS guidelines 		

Aseptic technique	<ul style="list-style-type: none"> Comply with checklist page 23 of AHPA/ACDHS guidelines 		
Waste management	<ul style="list-style-type: none"> Waste plans Comply with checklist page 24 of AHPA/ACDHS guidelines 	<ul style="list-style-type: none"> Devise a compliant waste management plan for a clinical practice 	<p>Multiple choice questions with problem scenarios and solutions</p> <p>Flipboards with problem scenarios and solutions (formative activity)</p> <p>Problem scenarios and solutions (Formative activity – e.g. H5P branching scenario complying with protocols and procedures)</p>
Linen	<ul style="list-style-type: none"> Comply with checklist page 25 of AHPA/ACDHS guidelines 		
Staff health and safety	<ul style="list-style-type: none"> Staff vaccination and immunization Disease specific work restrictions and exclusions Comply with checklist page 27 of AHPA/ACDHS guidelines 	<ul style="list-style-type: none"> Assess staff vaccination and immunization protocols for a clinical practice Summarise appropriate work restrictions and exclusions for various infectious diseases 	Write a report on a successful/ successful case of staff vaccination and immunization and your opinion (with proven evidence) on how to go forward to improve a clinical practice
Assistance animals	<ul style="list-style-type: none"> Environmental cleaning or disinfection requirements Comply with checklist page 30 of AHPA/ACDHS guidelines 	<ul style="list-style-type: none"> Compose appropriate environmental cleaning or disinfection protocols for a clinical practice 	A short quiz – formative activity
Infection prevention and control strategy	<ul style="list-style-type: none"> Infection prevention and control policies Notifiable incidents and conditions Comply with checklist page 30 of AHPA/ACDHS guidelines 	<ul style="list-style-type: none"> Summarise relevant infection prevention and control strategies Identify notifiable incidents and conditions 	Write a report investigating infection prevention control procedures on a chosen incident

Transmission-based Precautions: Early Stage			
Task	Early Stage	Learning outcomes	Assessments and learning activity examples
Cleaning	<ul style="list-style-type: none"> Modes of transmission Precaution types Physical and chemical cleaning Surface barriers 	<ul style="list-style-type: none"> Describe the different modes of transmission and precaution types Apply appropriate physical and chemical cleaning and use of surface barriers 	<p>Share answers/ thoughts to questions given in a discussion forum after watching an assigned video</p> <p>Discussion in small groups – groups will get different videos to watch and discuss. Students will be able to read the discussion threads made on other videos</p> <p><i>For example, click here</i></p>
Reusable medical devices	<ul style="list-style-type: none"> Cleaning, disinfection and sterilization 	<ul style="list-style-type: none"> Demonstrate appropriate cleaning, disinfection and sterilization of reusable medical devices 	<p>A short formative online activity includes recapping of concepts and questions to revise appropriate cleaning, disinfection and sterilization of reusable medical devices (Formative H5P activity ‘class presentation’)</p>
PPE	<ul style="list-style-type: none"> Types, rationale, characteristics, standard and considerations for use 	<ul style="list-style-type: none"> Describe the types, rationale, characteristics, standard and considerations of PPE use 	<p>Identify the correct use of PPE by task and in various environments (short formative online activity – e.g. H5P)</p> <p>Problem scenarios and solutions (Formative activity – e.g. H5P branching scenario complying with protocols and procedures)</p> <p><i>For example, click here</i></p>

Transmission-based Precautions: Mid Stage			
Task	Mid Stage	Learning Outcomes	Assessments and learning activity examples
Cleaning	<ul style="list-style-type: none"> Cleaning of practice environment, surfaces and fittings, shared client care equipment and client personal assistive technology 	<ul style="list-style-type: none"> Compose compliant cleaning requirements appropriate to the setting 	Create a self-checklist of appropriate cleaning of practice environment including surface and fittings, shared client care equipment and client personal assistive technology
Reusable medical devices	<ul style="list-style-type: none"> Criteria for reprocessing and storage of medical devices 	<ul style="list-style-type: none"> Determine reprocessing and storage of medical devices by level of risk 	<p>Develop a learning material that complies with AHPA/ACDHS guidelines</p> <p>Share with the class as a presentation or post to a discussion forum.</p>
PPE	<ul style="list-style-type: none"> Choosing appropriate PPE for client, staff and HCW task PPE donning and doffing procedures 	<ul style="list-style-type: none"> Select appropriate PPE for client according to intended use Demonstrate safe PPE donning and doffing 	<p>Create a video or a live demonstration of appropriate selection and donning and doffing of PPE relevant to task.</p> <p>Live PPE demonstrations should be evaluated as a part of clinical skills assessments.</p>

Transmission-based Precautions: Late Stage			
Task	Late Stage	Learning Outcomes	Assessments and learning activity examples
Cleaning	<ul style="list-style-type: none"> Determination of cleaning requirements Comply with checklist page 37 	<ul style="list-style-type: none"> Synthesise compliant cleaning requirements for a clinical practice 	Problem scenarios and solutions (Formative activity – e.g. H5P branching scenario complying with protocols and procedures)
Reusable medical devices	<ul style="list-style-type: none"> Comply with checklist page 40 		
PPE	<ul style="list-style-type: none"> Comply with checklist page 52 		

Pandemic Response: Early Stage and Mid Stage


Task	Early Stage	Outcomes	Assessments and learning activity examples
How to best prepare your practice and staff	<ul style="list-style-type: none"> • Health care responses to previous pandemics • Complete online training courses for specific diseases 	<ul style="list-style-type: none"> • Summarise health care responses to previous pandemics 	Write a report on a successful or unsuccessful case of health care response to a chosen pandemic including your opinion (with proven evidence) on how to go forward to improve a health care system
How will you decide which services to offer when, how and to whom			
How to make in-person services safer if you are providing them			

Pandemic Response: Late Stage


Task	Late Stage	Learning outcomes	Assessments and learning activity examples
How to best prepare your practice and staff	<ul style="list-style-type: none"> • Practice preparation considerations for pandemic response (pages 54-63) 	<ul style="list-style-type: none"> • Formulate a clinical practice protocol to implement appropriate strategies in response to a pandemic 	Develop a clinical practice protocol to implement appropriate strategies in response to a pandemic
How will you decide which services to offer when, how and to whom			
How to make in-person services safer if you are providing them			

Example 1 – Standard Precautions (Early stage): Hand hygiene

Forum posts (LMS: Moodle)



 **Assessment 1.1 Hand hygiene** 2 unread posts

Assessment 1.1 Hand hygiene



Locate a poster or infographic which promotes effective hand washing techniques.
Evaluate the effectiveness of the poster and suggest improvements.
Complete the task in pairs or individually.
Please share the results with the class here:

[Add a new discussion topic](#)

Discussion	Started by	Last post ↓	Replies	Subscribe
★ Hand hygiene - Student 1	 lucy's_sandpit Te... 17 Jun 2021	 lucy's_sandpit Te... 17 Jun 2021	1 2	<input type="checkbox"/>

Assessment 1.1 Hand hygiene
Hand hygiene - Student 1

Settings

Display replies in nested form Move this discussion to ... Move

Hand hygiene - Student 1
by lucy's_sandpit Test Student 1 - Thursday, 17 June 2021, 11:40 AM

Student 2 and I have selected a poster published by NSW. This poster is short and concise however, needs a few improvement which are discussed below:



Specific duration and elaborated ways to lather & scrub hands would be helpful.

Example: WHO poster

Permalink Edit Delete Reply

Re: Hand hygiene - Student 1
by lucy's_sandpit Test Student 2 - Thursday, 17 June 2021, 11:44 AM

Agree with you - there could be...

Permalink Show parent Edit Split Delete Reply

Engage students by asking them to actively give feedback/ share their thoughts on their peers' work.

Example 2 – Standard Precautions (Early stage): Clothing

Submission through VoiceThread (LMS: Moodle)



A screenshot of the VoiceThread interface for an assessment. The top header is dark blue with the 'vt' logo and the text 'Assessment 1.2 Clothing'. Below the header is a teal bar with two steps: '1 Add media' and '2 Open and comment'. The main content area is black with a large, semi-transparent grey circle in the center containing the 'vt' logo. On the right side, there is a white panel with the following content: 'Information' section with a paragraph: 'Produce a visual guide using any form of media (short video clip, poster, podcast etc) to educate the public on appropriate clothing and footwear to minimize transmission and how to launder them appropriately.' Below this are two red icons with text: 'Upload Media' and 'Record at least 1 comment'. A yellow 'Start assignment' button is positioned below these. At the bottom of the white panel, there is a section titled 'ASSIGNMENT INFORMATION' with three items: 'No due date set' (calendar icon), 'Percentage' (percentage icon), and 'Not yet submitted' (stop sign icon).

Example 3 – Standard Precautions (Early stage): Aseptic technique


Non-awarding activity created in H5P (LMS: Moodle)

H5P Activity 1.3: Aseptic technique

Activity - 1.3 Aseptic technique View all attempts (0 submitted)


Please describe the following aseptic terms:

2 / 2



STERILE

wer



SURGICAL ANTT

Example 4 – Standard Precautions (Early stage): Waste management

 Assessment 1.4: Waste management

Assessment 1.4: Waste management

Investigate waste management at your workplace/ lab. Take a photo of one example of appropriate clinical waste management and write a short description.

Post your photo and description.

Add a new discussion topic

(There are no discussion topics yet in this forum)

Engage students by asking them to actively give feedback/ share their thoughts on their peers' work. Also, students can discuss on shared topics.

Example 5 – Standard Precautions (Late stage): Clothing

H-P Activity 3.1: Clothing

Activity 3.1: Clothing

[View all attempts \(0 submitted\)](#)

Identify inappropriate clothing requirements in a clinical setting



Example 6 – Transmission-based Precautions (Early stage): Cleaning

Assessment 4.1: Cleaning

Assessment 4.1: Cleaning

Discussion in small groups

Please watch assigned videos on one of the following topics (different modes of transmission/ precaution types/ physical cleaning/ chemical cleaning/ use of surface barriers) and discuss the following questions:

1. ____
2. ____
3. ____

Visible groups:

- All participants
- Group A: Transmission**
- Group B: Precaution
- Group C: Physical cleaning
- Group C: Surface barrier
- Group D: Chemical cleaning

Add a new group

Discussion	Group	Started by	Last post ↓	Replies	Subscribe
☆ Video 1: different modes of transmission	Group A: Transmi...			0	<input type="checkbox"/>

Assessment 4.1: Cleaning

Video 1: different modes of transmission


Settings

Display replies in nested form | Move this discussion to ... | Move

Discussion in small groups

Please watch the video below (different modes of transmission/ precaution types/ physical cleaning/ chemical cleaning/ use of surface barriers) and discuss the following questions:

1. ____
2. ____
3. ____



Permalink Edit Delete Reply

Engage students by asking them to be actively involved in discussion by sharing their knowledge with other peers (within their assigned groups).

Each group member works in their own group but also can view other postings made in other groups' discussion spaces.

Example 7 – Transmission-based Precautions (Early stage): PPE

H5P Activity 5.1: PPE

Activity 5.1: PPE View all attempts (0 submitted)




Personal Protective Equipment (PPE)

[Transmission-based Precautions] Mid stage




Activity 5.1: PPE View all attempts (0 submitted)

Personal Protective Equipment (PPE)



What is an appropriate PPE for P2 classified labs?

- Lab gown
- Lab coat
- Open toe shoes
- Earmuffs from a hardware store



Aim 4: Develop methods to assess compliance of curricula with the principles Infection Prevention and Control in Allied Health Practice and policies developed by the Australian Commission on Safety and Quality in Health Care (ACQSHC) and the National Health and Medical Research Council (NHMRC)

Preamble: The proposed framework provides structure and strategies of embedding infection prevention and control principles from the AHPA/ACDHS, ACQSHC and NHMRC guidelines into teaching, allowing each Allied Health school the flexibility to integrate the content into their own curriculum within the quality assurance mechanisms of the particular university and the profession.

Regular compliance review ensures that Allied Health profession graduates are effectively prepared for entry to the profession and future pandemics, and provides Allied Health schools with regular feedback on the contemporary needs of the profession.

As curriculum design and implementation is the responsibility of each of the Allied Health schools, it is important that schools have processes and procedures that monitor the effectiveness of the curriculum in teaching appropriate infection prevention and control to ensure preparedness of future Allied Health professions for future pandemics. Where possible information should be supplemented by professional bodies with oversight of Allied Health practice in Australia.

The proposed checklist is a mechanism to facilitate mapping various tasks throughout teaching curriculums, and to assess whether the outcomes of the proposed framework have been achieved as a form of internal review, and to provide Schools with feedback of the effectiveness of their teaching curriculum related to infection prevention and control.

Standard Precautions

Task	Curriculum mapping		Learning outcome(s), activity(ies) or assessment(s) related to task in relevant settings	Qualification(s) of person delivering content including clinical experience and training	Resources to teach including facilities and student support	Complies with checklist
	Course name(s) that contribute towards the delivery of content related to task	Stage of teaching program where content is delivered				
Hand hygiene						Click here
Clothing						Click here
Coughing and sneezing						Click here
Client education						Click here
Blood and body spills						Click here
Sharps management						Click here
Aseptic technique						Click here
Waste management						Click here

Linen						Click here
Staff health and safety						N/A
Assistance animals						N/A
Infection prevention and control strategy						N/A

Transmission-based Precautions

Task	Curriculum mapping		Learning outcome(s), activity(ies) or assessment(s) related to task in relevant settings	Qualification(s) of person delivering content including clinical experience and training	Resources to teach including facilities and student support	Complies with checklist
	Course name(s) that contribute towards the delivery of content related to task	Stage of teaching program where content is delivered				
Cleaning						Click here
Reusable medical devices						Click here
PPE						Click here

Pandemic Response

Task	Curriculum mapping		Learning outcome(s), activity(ies) or assessment(s) related to task in relevant settings	Qualification(s) of person delivering content including clinical experience and training	Resources to teach including facilities and student support	Complies with checklist
	Course name(s) that contribute towards the delivery of content related to task	Stage of teaching program where content is delivered				
How to best prepare your practice and staff						N/A
How will you decide which services to offer when, how and to whom						N/A
How to make in-person services safer if you are providing them						N/A
How to best prepare your practice and staff						N/A

Handwashing checklist

Handwashing	Yes/No	Action required?
Have students been taught hand hygiene policy and procedure in line with NHMRC Guidelines?		
Are hand hygiene products readily accessible to students to increase compliance?		
Are staff delivering hand hygiene teaching appropriately trained in correct hand hygiene practices?		
Are students taught to demonstrate of hand hygiene in front of other students and/or clients?		
Are the hand hygiene facilities in your clinic adequate for the tasks being undertaken?		
Do students promote and facilitate hand hygiene among other students and/or clients?		
Do the hand hygiene products provided to students and staff meet requirements; are they compatible with one another?		
Are all teaching staff compliant with policies in place?		
Is there a designated hand-washing sink in client communal areas?		

Clothing checklist

Clothing	Yes/No	Action required?
Are students and staff aware of policies related to clothing requirements for the clinical environment?		
Are students and staff aware of appropriate safety protocols and procedures for protective clothing in non-client care areas?		
Are there displayed resources/guides such as the "bare below the elbows" initiative for students and staff to comply with?		
Are students and staff informed of correctly managing cleaning of soiled uniforms and/or clothing?		

Coughing and sneezing checklist

Coughing and sneezing	Yes/No	Action required?
Does your teaching and clinical spaces display respiratory hygiene and cough etiquette educational material?		
Are students and staff taught to separate clients with respiratory symptoms as much as possible?		
Are there suitable availability of tissues and bins for clients, students, and staff in all teaching and clinical areas?		
Are students, staff and clients advised to avoid attendance whilst symptomatic?		

Client education checklist

Client education	Yes/No	Action required?
Does your teaching and clinical spaces have client education materials on infection prevention and control, using a variety of media & languages?		
Do students, staff and clients know how to provide feedback if they want to?		
Does your teaching and clinical spaces have client education materials on infection prevention and control, using a variety of media & languages?		

Blood and body spills checklist

Blood and body spills	Yes/No	Action required?
Does your teaching and clinical spaces have spill kits readily available in clinical areas?		
Are students and staff aware of policies and procedures in place for removal of blood and body substance spills, and maintaining and re-stocking spill kits?		
Does your teaching and clinical spaces have an appropriate detergent solution for cleaning of spill areas?		
Are your teaching and clinical areas free of carpet where spills may occur?		

Sharps management checklist

Sharps management	Yes/No	Action required?
Are students and staff aware of the protocols and procedures for the safe handling and disposal of sharps?		
Are your policies complying with the relevant standards pertaining to sharps handling and disposal?		
Do your sharps safety policies and procedures also take into account relevant state or territory legislation and the Work Health and Safety Act 2011?		
Are there approved sharps containers complying with Australian standards available at the point-of-use in teaching and clinical areas?		
Are students and staff aware of required immunisations?		
Are students and staff aware of procedures for reporting sharps injury?		
Are students and staff educated on safe sharps management?		

Aseptic technique checklist

Aseptic technique	Yes/No	Action required?
Have you identified procedures in your teaching and clinical spaces which require aseptic technique?		
Are students and staff aware of policies and procedures document aseptic technique?		
Are appropriate staff aware of training requirements and renewal frequency to be competent in aseptic non touch techniques?		
Have you conducted a risk assessment of the teaching and clinical spaces to determine the level of aseptic practice required?		
Do staff and staff have access to necessary sterile devices, equipment and PPE if required?		

Waste management checklist

Waste management	Yes/No	Action required?
Do your teaching and clinical spaces have a waste management plan?		
Are your teaching and clinical spaces abiding by the relevant state or territory regulations for waste management?		
Are your teaching and clinical spaces complying with Standard AS/NZS 3816: 2018?		
Are the School's waste management practices in accordance with the Waste Management Association of Australia's industry code of practice?		
Do you have functional and identifiable (with signs/colours) waste collection containers and/or bins, for general waste and clinical waste, in close proximity to all waste generation points in both teaching and clinical spaces?		

Linen management checklist

Linen management	Yes/No	Action required?
Are your students and staff aware of policies on the collection, transport and storage of linen?		
Are your policies in accordance with Standard AS/NZS 4146: 2000?		

Cleaning checklist

Cleaning	Yes/No	Action required?
Does your teaching and clinical spaces have an appropriate cleaning and maintenance program including cleaning schedules?		
Are students and staff aware of policies and procedures outlining when to enhance/intensify routine cleaning based on additional precaution levels?		
Are appropriate and well-maintained cleaning equipment and products available to students and staff in teaching and clinical spaces?		
Are students and staff aware of PPE requirements during environmental cleaning?		
Does your teaching and clinical spaces require clearly designated clean and contaminated clinical areas?		
Are your waiting room toys and other materials for clients easily cleaned according to policy and procedure?		
In teaching and clinical spaces, are the floor coverings appropriate for cleaning in their respective environments?		
In teaching and clinical spaces, do treatment chairs/plinths have fluid impervious coverings?		
Are surface barriers readily available and appropriate for all required tasks in teaching and clinical spaces?		

Reusable medical devices checklist

Reusable medical devices	Yes/No	Action required?
Have you identified all reusable medical devices in your teaching and clinical spaces?		
Are students aware of the policy and process documented for all reusable medical devices being used which is in line with NHMRC Guidelines and relevant standards?		
Does teaching and clinical space designs and policies enable workflow which maintains required standards?		
Is your or your off-site services sterilisation documentation compliant with standards?		
Does your teaching and clinical spaces have a system which tracks reusable sterile items to individual student and/or client level?		
Do student and staff know how adequately maintain sterilising equipment and have evidence of same?		
Are students and staff aware of how to appropriate store all critical and non-critical equipment?		

PPE checklist

Reusable	Yes/No	Action required?
Are your student and staff trained in application and removal of PPE?		
Is there appropriate, readily accessible and correctly stored PPE available for the requirements of the teaching and clinical spaces?		
Are staff and student aware of protocols and procedures for the use of latex/non latex and sterile/non-sterile gloves?		
Are staff and student aware of protocols and procedures for the wearing of gowns/ aprons?		
Are staff and student aware of protocols and procedures for the wearing of masks?		
Are staff and student aware of protocols and procedures for the wearing of protective eyewear?		
Are students or staff medically approved to wear positive and/or negative respirators if required?		

Appendix 1 – Stakeholder engagement

The framework also acknowledges the support and contributions from:

- Allied Health Professional Associations and relevant staff
- Allied Health Schools from various institutions across Australia
- Medical Research Infrastructure and Operation Services (MEDRIOS), UNSW Sydney

Specifically, the investigators would like to thank:

- Dr Khyber Alam - School of Allied Health, Optometry, University of Western Australia
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- Mr Teddie Bliss, School of Health and Wellbeing, University of Southern Queensland
- Prof Michael Collins - School of Optometry and Vision Science, Queensland University of Technology
- A/Prof William Gibson - School of Physiotherapy, University of Notre Dame
- A/Prof Greg Cox – Nutrition and Dietetics, Bond University
- Dr Mandy Hagstrom – Department of Exercise Physiology, UNSW Sydney
- Ms Kerryn Hart - Policy and Standards Advisor, Optometry Australia
- Prof Maria Kambanaros - Academic Unit of Allied Health & Human Performance, University of South Australia
- Dr Hamid Karimi – Speech Pathology Charles Darwin
- Mr Andrew Kilgour – School of Dentistry and Health Sciences, Charles Sturt University
- Ms Jessica Landers - Deputy CEO Australian Orthotic and Prosthetic Association
- Dr Chandra Makanjee – Medical Imaging, University of Canberra
- Mr Nello Marino - CEO Australian Podiatry Association
- Amanda Patterson - School of Health Sciences (Nutrition and Dietetics), University of Newcastle
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- Ms Bojana Sarkic –Discipline of Audiology, La Trobe University
- Ms Toshna Singh – MEDRIOS UNSW Sydney
- Ms Alexandra Spiller - School of Community Health, Charles Sturt University
- A/Prof Dani Tomlin – Department of Audiology and Speech Pathology, University of Melbourne
- Ms Evelyn Volders – Department of Nutrition and Dietetics, Monash University
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