



Infection Prevention Education Wound Care

Staff need to understand appropriate wound care techniques and practices. The concepts in this training apply to long-term care facilities.



Wound Care

Upon finishing this education module, participants should:

1. Understand what role wound care plays in preventing infection
2. Know appropriate wound care techniques and practices for different wounds
3. Demonstrate an understanding of the general rules for changing wound dressings

Brief Overview and Background Information for Trainers

Open wounds carry significant potential for serious infections, which may lead to long-term disabilities, chronic wound or bone infections, and sepsis. Wound infection is of particular concern among residents of long-term care facilities, where individuals are often more vulnerable due to advanced age, underlying medical conditions, impaired mobility, and compromised immune function. Appropriate and timely management of wounds is therefore essential to reduce the likelihood of infection and promote healing.

Skin serves as the body's primary defense against infection. When the skin is broken, a portal of entry is created for pathogens, including bacteria, fungi, and other microorganisms. The risk of infection increases with wound severity, the presence of foreign material, poor circulation, and delayed treatment. Additionally, wounds require ongoing management by health care workers, including routine and as-needed dressing changes, wound assessments, and documentation of healing progress.

Hand hygiene and personal protective equipment (PPE) play a critical role in preventing the transmission of infection during wound care. Proper hand hygiene must be performed before and after patient contact, and PPE must be changed when transitioning from dirty to clean tasks to prevent cross-contamination and at the end of care. Additional PPE may also be required depending on the clinical situation – a gown, mask or eye protection may be required depending on the risk of exposure during wound care. A mask is indicated while wound caring is being performed when Group A *Streptococcus* is known to be present in the facility. The surrounding environment and all supplies must be kept clean and, where appropriate, sterile, to minimize the risk of wound contamination. Wound care steps should always be performed in the correct order and in accordance with established infection prevention guidelines.

This education module will review the importance of proper wound care for infection prevention, strategies to prevent wounds from occurring, and the steps involved in performing proper wound care.

Additional resources for wound care information can be found on the last slide of the slide deck.

Facilitation: Preparation

Follow these guidelines to successfully facilitate this training session. **Read this in its entirety before presenting to ensure adequate preparation.**

Preparation	Details
Slide deck	Most of this module relies on a slideshow presentation. Plan ahead if a computer or projector is not available. Link to website with slide decks: https://www.dph.ncdhhs.gov/programs/epidemiology/communicable-disease/information-health-departments-and-providers/infection-prevention-education
Welcome	Start the slideshow before participants arrive.
Pre-assessment <i>*For a shortened version, ask participants to complete this activity as they walk in</i>	https://forms.office.com/g/kGAGbpCWmE If participants do not have a smartphone or computer, print out copies of this link to hand out at the end of the session. Ask participants to complete the post-assessment when they have access to the internet.
KWL Chart (Know, Want to know, Learned) <i>*For a shortened version, skip both KWL activities</i>	Supplies: Flipchart, sticky notes, markers or use a virtual whiteboard Create the outline for the KWL chart before the scheduled start time of the module. See what a KWL chart should look like on slide 3. Have the sticky notes and markers already distributed to different tables in the room.
Activity: Wound dressing change	Supplies: paper, pens or pencils, and slideshow set-up. Consider writing the wound care steps on individual pieces of paper prior to beginning; participants will rearrange the steps of wound care into the correct order.
KWL Chart	Use the same KWL chart from earlier in the module.
Post-assessment <i>*For a shortened version, let participants scan the QR code on their way out</i>	https://forms.office.com/g/iGgaen29fD If participants do not have a smartphone or computer, print out copies of this link to hand out at the end of the session. Ask participants to complete the post-assessment when they have access to the internet.

We appreciate your feedback! Send us comments, questions, pictures of your KWL chart to
Infectionprevention@dhhs.nc.gov

Facilitation: Activities and Steps

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Time	Activity	Details
	Slide deck	Link to website with slide decks: https://www.dph.ncdhhs.gov/programs/epidemiology/communicable-disease/information-health-departments-and-providers/infection-prevention-education
	Welcome	Welcome participants to the class.
7 min	Pre-assessment <i>*For a shortened version, ask participants to complete this activity as they walk in</i>	Go to slide 2. Ask participants to use their smartphones to complete the pre-assessment via the QR code on the screen. If participants do not have a smartphone, ask them to partner with someone else. Allow 5 minutes for participants to answer the questions. Remind everyone that their responses will be kept anonymous. If they ask the purpose of this assessment, share with them that this allows the infection prevention team to monitor the impact of our education. https://forms.office.com/g/kGAGbpCWmE
10 min	KWL Chart (Know, Want to know, Learned) <i>*For a shortened version, skip this activity</i>	<i>Supplies: Flipchart, sticky notes, markers or use Canva Whiteboard</i> Go to slide 3. Share with participants that before we start today's education, we will complete the first two sections of a KWL chart. A KWL chart is a Know, Want to Know, Learned chart. The Know and Want to Know sections should be completed before the education to gather a sense of where your participants knowledge-base lies. This can help inform you, the facilitator, which sections to focus on and which don't need as much time and attention. Create the outline for the KWL chart before the scheduled start time of the module. Have the sticky notes and markers already distributed to different tables in the room. Ask participants to work in groups of three to come up with what they already know about wound care and what they would like to know. Give the groups 7 minutes to brainstorm ideas and write them on the sticky notes. After 7 minutes, ask groups to have one person share and then place the sticky notes on the KWL chart in the front of the room.

Facilitation: Activities and Steps

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Time	Activity	Details
15 min	Slideshow presentation	Present the information in slides 4 – 15. Refer to the slide notes when available.
10 min	Activity: Wound dressing change	Go to slide 16. Have participants rejoin their KWL groups from earlier in the module. Ask them to work with their team to rearrange the steps for changing a wound dressing. Have participants write the steps in the correct order on a piece of paper and submit it when they are done. Give participants 5 minutes to complete this activity. Optional: Write the steps on individual paper pieces to arrange on a table. <u>Answer key:</u> • Disinfect area where supplies will be placed • Have a trash bag nearby • Gather all necessary supplies and equipment • Perform hand hygiene • Don clean disposable gloves • Remove and dispose of tape and outer dressings • Assess wound • Doff and dispose of soiled gloves • Perform hand hygiene • Don clean gloves • Apply dressing and secure • Dispose of all supplies • Remove gloves and perform hand hygiene
10 min	KWL Chart <i>*For a shortened version skip this activity</i>	<i>Supplies: Flipchart, sticky notes, markers or use Canva Whiteboard</i> Go to slide 18. In their same groups, ask participants to brainstorm a few new things they learned about wound care. Ask them to write this on the provided sticky notes. After 7 minutes, ask each group to have a representative share with the larger whole and put their group's sticky notes on the KWL chart. Take a picture of the KWL chart to keep for records.

Facilitation: Activities and Steps

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Time	Activity	Details
7 min	Post-assessment <i>*For a shortened version, let participants scan the QR code on their way out</i>	Go to slide 19. Ask participants to use their smartphones to complete the post-assessment via the QR code on the screen. If participants do not have a smartphone, ask them to partner with someone else. Allow 5 minutes for participants to answer the questions. Remind everyone that their responses will be kept anonymous. If they ask the purpose of this assessment, share with them that this allows the infection prevention team to monitor the impact of our modules. https://forms.office.com/g/iGgaen29fD
	Final Remarks/Thank you/Conclusion	Go to slide 25. Thank participants for completing today's module on wound care Ask if there are any lingering questions. If not, they can always reach out to infectionprevention@dhhs.nc.gov in the future.

We appreciate your feedback! Send us comments, questions, pictures of your KWL chart to Infectionprevention@dhhs.nc.gov