



Infection Preventionist Orientation Checklist

Name: _____

Indicate date completed in the space provided.

Departmental Organization

Provided by Administrator/Director of Nursing

- _____ Review the Infection Prevention (IP) Scope of Responsibilities document.
- _____ Review the IP Program Risk Assessment.
- _____ Review the IP Plan and Goals.
- _____ Review the Pandemic Event Plan.
- _____ Review the Emergency Preparedness Plan (alignment to pandemic event).
- _____ Review the annual Tuberculosis Risk Assessment (work with local health department to determine prevalence).
- _____ Review the Quality Assurance & Performance Improvement (QAPI) function and metrics as it relates to IP.

Infection Prevention Education

- _____ [Association for Professionals in Infection Control and Epidemiology \(APIC\)](#) self-study following core curriculum (requires membership, due to COVID-19 APIC has offered limited resources without membership requirement)
- _____ Other:

Technological Skills

- _____ Computer literacy
- _____ Outlook email
- _____ Secure message
- _____ Surveillance software (if any)
- _____ Microsoft Word
- _____ Microsoft Excel
- _____ Microsoft PowerPoint
- _____ Intranet/Internet



IP Surveillance

- _____ Laboratory alerts/reports
- _____ Admission lists
- _____ National Healthcare Safety Network (NHSN) infection definitions and criteria
- _____ Targeted surveillance (hand hygiene, isolation, etc.)
- _____ Central line-associated bloodstream infections
- _____ Catheter-associated urinary tract infections
- _____ California reportable diseases/health department notifications
- _____ IP unit rounds (frequency/forms)
- _____ Environment of care (EOC) rounds
- _____ Construction/project rounds (as needed)

Exposure/Outbreak Investigations

- _____ Exposure/outbreak verification (case definition)
- _____ Notification (medical director, skilled nursing facility leadership, health department)
- _____ Action planning
- _____ Education around the event
- _____ Performing inspections/interviews/audits
- _____ Follow-up post exposure/outbreak

Public Health

- _____ Regional epidemiologist introduction/role of health department

In-Service Education

- _____ Development of in-service content
- _____ Annual mandatory education
- _____ Presentation at general/nursing orientation
- _____ Resident education principles
- _____ Development of direct observation of practice tool
- _____ Teachable moments, on-the-spot education



Microbiology/Laboratory

- _____ Importance of quality specimen collection
- _____ Stains/cultures
- _____ Immunology
- _____ Chemistry/hematology

Environmental Services (EVS)

- _____ Importance of appropriate cleaning product selection
- _____ Cleaning, disinfection, and dwell times
- _____ Responsibilities (who cleans what)
- _____ Personal Protective Equipment
- _____ Sterilization failure notification and follow-up

Policies/Guidelines/Regulatory (how to access)

- _____ Department policies
- _____ Corporate policies
- _____ EOC manual
- _____ State specific guidance
- _____ Occupational Safety and Health Administration (OSHA): Including blood-borne pathogens standard, airborne protection
- _____ Centers for Medicare & Medicaid Services (CMS) Conditions of Participation (CoPs)
- _____ Environmental Protection Agency (EPA) waste management
- _____ APIC guidelines/practice standards/text
- _____ Society for Healthcare Epidemiology of America/Infectious Diseases Society of America (SHEA/IDSA) guidelines
- _____ American Society of Healthcare Environmental Services (ASHES) guidance documents
- _____ Association of perioperative Registered Nurses (AORN) standards
- _____ American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE)/American Institute of Architects (AIA) guidelines/standards
- _____ CDC guidelines

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