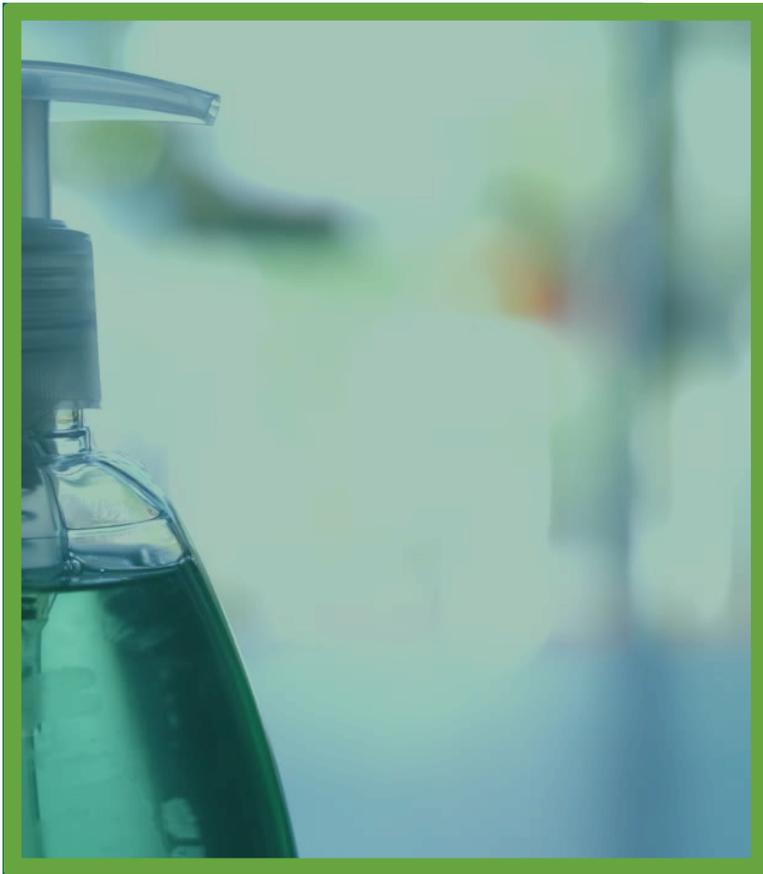


# INFECTION PREVENTION AND CONTROL

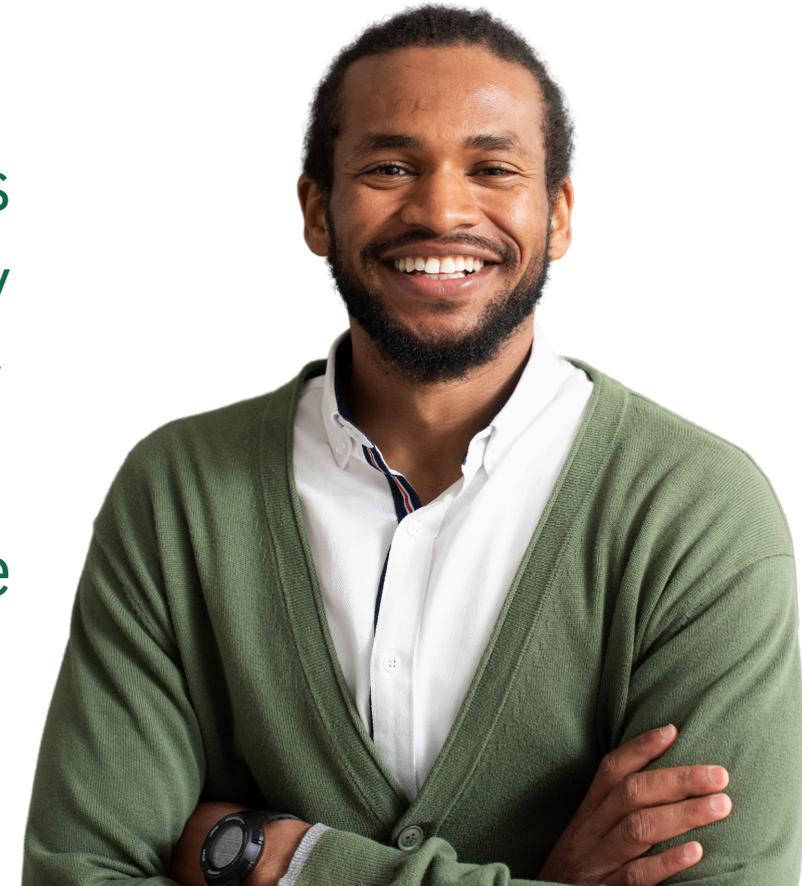
## INCLUSION OF INFECTION PREVENTION AND CONTROL CONCEPTS



In consultation with NNPHI, USF has developed tools to help you, as an instructor, incorporate concepts related to Infection Prevention and Control (IPC), Healthcare Associated Infections (HAI), and Antimicrobial Resistance (AR) into existing MPH curricula.

# INSTRUCTOR PRIMER

The **instructor primer** will provide guidance and essential information to instructors or educators who are interested in incorporating IPC, HAI, and AR examples in existing public health courses. It serves as a foundational resource to help instructors effectively deliver content and facilitate learning experiences for their students. Access to PowerPoint slides, quiz questions, readings, and other lesson materials can be accessed through the instructor primer.



# LEARNING OBJECTIVES



**Learning objectives** serve as a foundational element of effective teaching and learning, providing direction, focus, and accountability throughout the educational process. They focus the learning process by clearly defining what students should know or be able to do by the end of a lesson, course, or program.

**Objectives ensure alignment between instructional content, activities, and assessments.**

# LEARNING OBJECTIVES

1

Apply public health prevention strategies (primary, secondary, and tertiary) to infection prevention and control challenges, through scenario-based learning.

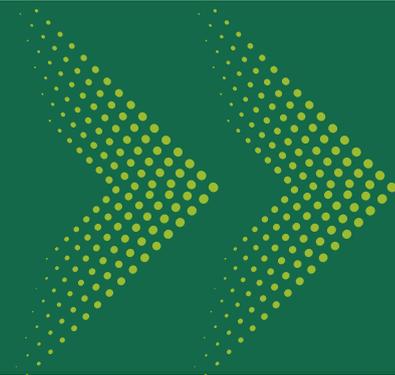
2

Identify opportunities for public health intervention in prevention and control of healthcare-associated infections (HAIs).

3

Demonstrate the importance of prevention strategies to mitigate the risk and minimize the impact of antibiotic resistance.

# COURSE COMPETENCIES



**Competencies** outline the specific knowledge, skills, and abilities that students are expected to develop throughout a course. They provide clarity on what students should be able to demonstrate by the end of the course. Competencies help students understand the relevance of their learning to real-world contexts and future endeavors.

# COURSE COMPETENCIES

1

Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.

2

Identify and provide examples of primary, secondary, and tertiary prevention.

3

Analyze how primary, secondary, and tertiary prevention is used in the design and implementation of population health interventions.

4

Define the three core functions of public health and explain how each contributes to a primary, secondary, and tertiary prevention of disease in different settings.

# PRE AND POST TESTS



**Pre-tests** assess students' existing knowledge, skills, and understanding related to the topic or subject area before instruction begins. This allows educators to gauge students' starting points and tailor instruction to meet their needs.

**Post-tests** assess students' learning and mastery of the content after instruction has taken place.

# SAMPLE PRE AND POST TESTS

By comparing pre-test and post-test results, educators can evaluate the effectiveness of their teaching methods and the extent to which students have achieved the intended learning outcomes.



**[View and download a sample pre/post test here.](#) The document can be edited to fit your instructional needs.**

# INSTRUCTIONAL MATERIALS



Creating slides for teaching using real-world examples can be an effective way to engage learners and illustrate abstract concepts with practical applications.

**[View and download a sample presentation here.](#)**

**The slides can be edited to fit your instructional needs.**

**You can also work with an Instructional Designer to turn slides into an interactive presentation that can be used for online learning. [You can view an example here.](#)**

# SCENARIO-BASED QUESTIONS

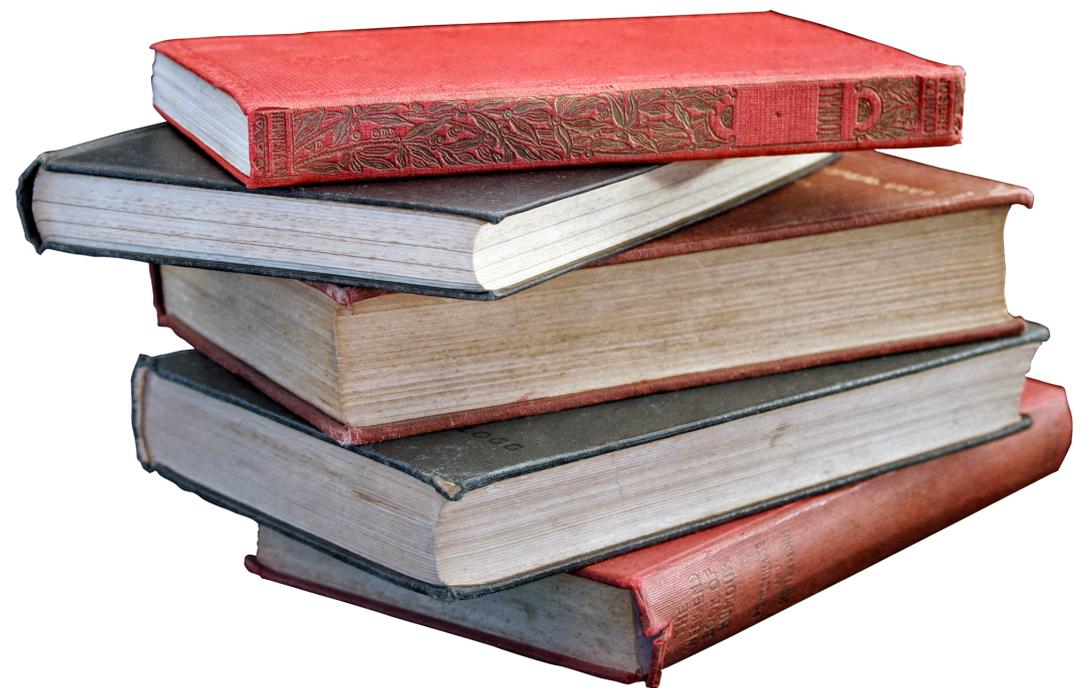
Scenario-based questions offer a dynamic and effective approach to teaching and assessment, fostering deeper understanding, critical thinking, and application of knowledge in authentic contexts.



[View and download sample scenario-based questions here.](#)  
The document can be edited to fit your instructional needs.

# READINGS

**Readings** provide students with an in-depth understanding of the subject matter beyond what can be covered in lectures or discussions. They offer detailed explanations, examples, and different perspectives on the topic.



## SAMPLE READINGS AND RESOURCES

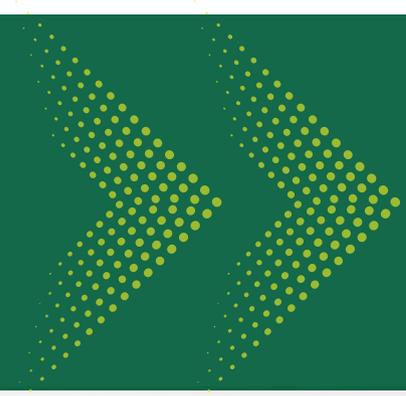
Click on the titles below to view/download readings and resources.

[Sepsis is a preventable public health problem](#)

[Hepatitis B Virus Infection and it's prevention among the general Ghanaian population: Using the public health model of prevention approach](#)

[Break the Chain of Infection](#)

# EVALUATION



**Course evaluations** provide valuable feedback to instructors about various aspects of the course, including teaching methods, course materials, assignments, and overall organization. This feedback helps instructors identify strengths and weaknesses, allowing them to make improvements for future iterations of the course.