Everyone Plays a P.A.R.T. –
Norovirus Control in Child Care Facilities

Instructor’s Manual

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National Food Service Management Institute
The University of Mississippi

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The University of Mississippi

Building the Future Through Child Nutrition

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The purpose of the National Food Service Management Institute is to improve the operation of child nutrition programs through research, education and training, and information dissemination.

MISSION
The mission of the National Food Service Management Institute is to provide information and services that promote the continuous improvement of child nutrition programs.

VISION
The vision of the National Food Service Management Institute is to be the leader in providing education, research, and resources to promote excellence in child nutrition programs.

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# TABLE OF CONTENTS

| Lesson Overview and Objectives | 6 |
| Instructor Pre-Class Preparation | 7 |
| Class Supply List | 8 |
| Lesson-At-A-Glance | 10 |
| Instructor’s Manual | 12 |
| Pre-Quiz Answer Key | 15 |
| Viewing Guide Answer Key—*Everyone Plays a P.A.R.T in Norovirus Control* | 20 |
| Objective 1 | 21 |
| Objective 2 | 21 |
| Objective 3 | 23 |
| Objective 4 | 25 |
| Handwashing Challenge Activity Sheet | 28 |
| Video Viewing Guide Answer Key—*Wash Your Hands* | 32 |
| What are Ready-to-Eat Foods? Answer Key | 35 |
| Objective 5 | 36 |
| Exclude or Restrict Answer Key | 39 |
| Objective 6 | 39 |
| Identify Components of a Body Fluid Cleanup Kit Answer Key | 43 |
| Objectives 7 | 46 |
Everyone Plays a P.A.R.T. – Norovirus Control in Child Care Facilities

Forward: This training is designed for child care staff and focuses only on foodservice aspects of norovirus control and does not extend to other areas of the child care facility.

Additional policies and training should address excluding ill staff and children, isolation procedures and sick rooms; cleaning and disinfection procedures within the facility including disinfection of toys, sleeping mats, playground equipment, transportation vehicles, soiled linens, carpets and children’s clothing; tracking ill students and staff; health department reporting procedures and facility closure and evacuation procedures. The following websites from the Centers for Disease Control and Prevention may be useful in developing these additional policies.

- Updated Norovirus Outbreak Management and Disease Prevention Guidelines, 2011.
  


Contact your local health department and state agency for information pertaining to your specific child care facility.
Everyone Plays a P.A.R.T. – Norovirus Control in Child Care Facilities

Lesson Overview and Objectives

The training *Everyone Plays a P.A.R.T. – Norovirus Control in Child Care Facilities* is intended to be a two-hour, face-to-face, hands-on norovirus training curriculum for food handlers in child care facilities. These materials include audience interaction to improve retention of the learning objectives.

After completing this training, participants should be able to:

- Describe why norovirus is a concern in child care settings.
- List the symptoms of norovirus.
- Describe how norovirus is transmitted.
- Describe norovirus prevention and control strategies for foodservice settings.
  
  - **Prevent**
    - List personal hygiene habits that can prevent norovirus.
    - Name illnesses and symptoms of illness that must be reported to the child care director and identify the required director response.
  
  - **Assemble a Body Fluid Cleanup Kit**
    - Identify components in a Body Fluid Cleanup Kit and their purpose.
  
  - **Respond to an incident**
    - Demonstrate correct use of Personal Protective Equipment.
    - Describe proper body fluid cleanup procedures.
  
  - **Total cleanup**
    - Explain steps necessary to reopen a food preparation or foodservice area.
Everyone Plays a P.A.R.T. – Norovirus Control in Child Care Facilities

Instructor’s Manual

- Locate resources on norovirus prevention and control.

**Instructor Pre-Class Preparation**

Prepare to present the session:

   a. Review each activity, the participant worksheets, and the instructor’s answer keys.
   b. In the Appendix of the Instructor’s Manual is a reference list of valuable website links the instructor can review for background information that will add depth of knowledge to your presentation.
   c. Provide one Participant’s Workbook for each attendee.

2. Download and view the video, “Everyone Plays a P.A.R.T. in Norovirus Control”, from http://www.nfsmi.org/norovirus. While you will be showing the initial, 4 minute segment, the content presented in the remainder of the video will describe important concepts that you will deliver during this training.


4. This workshop discusses using a strong disinfectant and disinfection procedures. This is different from typical foodservice sanitizers and sanitization steps. To familiarize yourself with the difference in the terms “Disinfect” and “Sanitize”, visit http://www.henrythehand.com/programs/patient-safety/mrsa/disinfect-vs-sanitize/

Class Supply List

Location-Provided Supplies:

• Flipchart pad & easel
• Projector, screen, multi-plug cord

Norovirus Tool Kit:

• Markers in 4-5 colors
• UV-glowing lotion (e.g. GloGerm or GlitterBug)
• Six-inch black light(s)
• Personal Protective Equipment
  o One (1) – full-protection gown
  o One (1) – Face mask with eye protection or goggles
  o One (1) pair – Shoe covers
  o Twelve pairs (minimum) – Disposable medical grade gloves (latex-free), LARGE size or one-size-fits-all
• Blue painters tape
• Participant’s Workbook – one per participant
• Writing utensils (pencil or pen)
• NFSMI Evaluation Forms
• NFSMI Attendee Roster
• Certificate of Attendance
• Name tents for each participant
Instructor-Provided Supplies:

- Laptop with presentation remote, PowerPoint slides, and videos
- External speakers (for videos)
- Extra black lights if desired for the group handwashing activity
- (Optional) Tape measure – at least 25 feet in length.
## Lesson-At-A-Glance for a 2-Hour Session

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 minutes</td>
<td><em>Slide:</em> Introduction</td>
<td></td>
</tr>
</tbody>
</table>
| 10 minutes | *Slides:* Content Overview, Opening Icebreaker, and Pre-Test       | • Instructor’s Manual  
• Participant’s Workbook  
• Name Tents  
• Flip Chart  
• Markers |
| 10 minutes | *Slide:* Norovirus Video – opening 4 minute segment. Class discussion of mistakes. | • Instructor’s Manual  
• Participant’s Workbook  
• Video “Everyone Plays a P.A.R.T. in Norovirus Control” |
| 6 minutes | *Slides:* Norovirus Concerns, Symptoms, and P.A.R.T.                  | • Instructor’s Manual  
• Participant’s Workbook  
• (Optional) 25 Foot Tape Measure |
| 16 minutes | *Slide:* Prevent, Handwashing Competition with UV-glowing Lotion      | • Participant’s Workbook  
• UV-glowing lotion  
• Black light(s)  
• Flipchart  
• 4-5 Markers of Different colors  
• Audience Volunteers |
| 10 minutes | *Slide:* Handwashing Video “Wash Your Hands: Educating the School Community” | • Video Viewing Guide |
| 5 minutes  | *Slide:* Ready-to-Eat Foods and Bare Hand Contact                    | • Participant’s Workbook |
| 10 minutes | *Slides:* Reportable Illnesses and Symptoms, Exclusion and Restriction | • Participant’s Workbook |
| 10 minutes | *Slides:* Body Fluid Cleanup Kit Components                          | • Participant’s Workbook  
• Instructor’s Tool Kit |
| 5 minutes  | *Slides:* Respond, Immediate Response & Wearing Personal Protective Equipment | • Instructor’s Tool Kit  
• Audience Volunteer |
| 3 minutes  | *Slides:* Body Fluid Cleanup                                          |                                                                           |
| 5 minutes  | *Slide:* Re-gloving                                                   | • Instructor’s Tool Kit  
• Participant Teams |
| 5 minutes  | *Slides:* Body Fluid Cleanup: clean, disinfect, high touch areas, rinse | • Flip Chart  
• Markers |
<table>
<thead>
<tr>
<th>Time</th>
<th>Slide:</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 min</td>
<td>Total Cleanup</td>
<td></td>
</tr>
<tr>
<td>3 min</td>
<td>Summary of Learning Objectives</td>
<td></td>
</tr>
</tbody>
</table>
| 10 min* | Review of Self-check answers, Post-Test and review of answers | Instructor’s Manual  
|       |                             | Participant’s Workbook                                     |
| 2 min | Resources                   |                                                           |
| 5 min | Evaluations and conclusion  | Evaluation Form  
|       |                             | Sign-In Sheet/Attendance Roster  
|       |                             | Certificates of Attendance                                |

*If extra time is available (20-40 minutes) perform the “Norovirus Challenge” game show before the post-test.
SHOW: *Slide National Food Service Management Institute*

**SAY:** I am pleased to be here today. NFSMI partners with USDA’s Food and Nutrition Service (FNS) to provide training opportunities for child care professionals on current issues such as norovirus.

**SAY:** Everyone should have a Participant’s Workbook. In addition to the valuable take-home resources, this includes the activities we will be doing together. There is also a self-check in your workbook. Please fill in the blanks when you discover the answers as we go through the content today.

SHOW: *Slide Everyone Plays a P.A.R.T in Norovirus Control*

**SAY:** Before we begin our program, let’s get to know each other.

**ACTIVITY:**

- **Purpose:** (1) to introduce participants to each other, (2) to pre-assess participants’ knowledge of norovirus, and (3) to establish the lesson content.

- **Preparation:** Review the activity directions below. Be prepared to add additional comments not provided by the participants. Review possible answers.

- **Props:** Flipchart pad, easel, marker, and name tents
• **Time:** 2 minutes of individual work, 3 minutes of group mingling, and 5 minutes debrief

**SAY:** Norovirus - you may have heard about it related to cruise ships, but it also impacts child care facilities and other institutional and group settings. Child care facilities share many common characteristics with cruise ships when it comes to transmitting norovirus.

**SAY:** Let’s start out by folding your name tent in half and putting your first name in large letters on one side. On the back side list at least three ways that a child care facility is similar to a cruise ship. *(Allow participants 2 minutes to do this independently.)*

**SAY:** Now, take your name tent and list, and move around the room to find someone you do not know or do not know well. Introduce yourself and share your list with this person, then allow them to introduce themselves and share their list. If time allows, move on to another person to share your name and list. *(Allow 3 minutes of group mingling.)*

**SAY:** Okay – remain where you are. Let’s quickly share your name and one similarity on your list. It is okay to repeat what someone else has said.

**DO:** Write the participants’ comments on the flip chart, putting a check mark beside duplicate comments.

Possible responses:

• Multi-use rooms: food, classes and activities share common tables
Everyone Plays a P.A.R.T. – Norovirus Control in Child Care Facilities

- High-touch surfaces: hand rails, toys, door handles, key boards, etc.
- Increased proximity to infected people; increased opportunity for person-to-person contact; repeated exposure over hours or days.
- Food – large volume, high distribution, some external/unregulated.

**SAY:** We can see that our child care facilities have many qualities that make them susceptible to norovirus outbreaks.

**SAY:** Norovirus is the leading cause of foodborne illness, and it is estimated that more than half of all food-related outbreaks of illness are caused by norovirus. Today we will learn how everyone plays a part in preventing norovirus and controlling its spread.

**SHOW:** *Slide Goals for Today*

**SAY:** During this presentation, we will cover many topics related to norovirus, including:

- What is norovirus, and why is it a concern in child care facilities?
- How norovirus is transmitted?
- How can we recognize the symptoms of this illness, and what is the duration?
- How can we prevent norovirus in child care settings?
- What do we need to do if a body fluid incident or norovirus outbreak occurs in our child care facility?
ACTIVITY:

- **Purpose**: (1) to pre-assess participants’ knowledge of norovirus and (2) to establish the lesson content.
- **Preparation**: Review the activity directions below.
- **Materials**: Participant’s Workbook
- **Time**: 7-10 minutes of individual work

**SAY**: Before we begin please turn in your Participant’s Workbook and complete the pre-quiz. Answer the questions to the best of your ability. This training will go over this content and we will review the answers at the end of our training.

**Everyone Plays a PART in Norovirus Control – Pre/Post-Quiz – Answer Key**

1. Norovirus can be spread by
   a. Food and water
   b. Person-to-person contact
   c. Tiny, airborne droplets
   d. All of the above

2. Which CANNOT prevent the spread of norovirus?
   a. Frequent handwashing
   b. Bare hand contact with ready-to-eat foods
   c. Reporting symptoms like vomiting and diarrhea to your child care director
   d. All of the above can help prevent the spread of norovirus

3. Norovirus can spread through tiny droplets from nearby vomit and can travel through the air to people, food, and surfaces for up to
   a. 25 inches
2. Which distance is a safe distance when cleaning a surface contaminated with norovirus?  
   a. 25 feet  
   b. 25 yards  
   c. 25 yards  
   d. None of the above

4. Which symptoms must be reported to the child care director?  
   a. Diarrhea  
   b. Jaundice  
   c. Exposure to norovirus  
   d. All of the above

5. An employee with norovirus is asked to stay home until symptoms have been resolved for 2 days (48 hours). This is known as  
   a. Exclusion  
   b. Extrusion  
   c. Restriction  
   d. Repelling

6. A child care center employee has diarrhea. What should the child care director do?  
   a. Restrict the employee to non-food and non-food contact surface handling tasks.  
   b. Allow the employee to work while wearing gloves.  
   c. Exclude the employee from working.  
   d. Assign the employee to work at the three compartment sink only.

7. Which employee does NOT have to be excluded?  
   a. An employee with an uncovered, infected cut  
   b. An employee with vomiting  
   c. An employee with diarrhea  
   d. An employee diagnosed with norovirus

8. Which item is NOT Personal Protective Equipment?  
   a. Disposable gown
b. Disposable gloves
c. Face mask with eye protection or goggles
d. Plastic garbage bag

9. Which piece of Personal Protective Equipment would protect you from aerosolized particles of norovirus?
   a. Disposable gown
   b. Disposable gloves
   c. Face mask with eye protection or goggles
   d. Disposable shoe covers

10. Which is NOT part of a Body Fluid Cleanup Kit?
    a. Sanitizer
    b. Disposable paper towels
    c. Plastic garbage bag
    d. EPA-approved disinfectant

11. Which statement is correct when a vomiting incident occurs?
    a. Any employee in the vicinity of a vomiting incident should respond immediately.
    b. Food being prepared nearby should be covered and put away before cleanup begins.
    c. Start by immediately covering the waste.
    d. Stop all foodservice operations including preparation and service.

12. Which would NOT be appropriate for disinfecting a body fluid spill?
    a. An approved & effective EPA-registered disinfectant
    b. Bleach at 5,000 parts per million (PPM)
    c. An approved sanitizer safe for food contact surfaces
    d. All of the above are appropriate

13. If bleach is used during a vomiting incident, what precautions should be taken?
a. Ensure the solution is 5,000 parts per million (PPM).
b. Prepare and use in a well-ventilated area.
c. Wear personal protective equipment to mix and use.
d. All of the above.

14. During and after the cleanup response, waste, paper towels, gloves, and other disposable items should be placed into
   a. A nearby trash can
   b. A dumpster
   c. A garbage bag and taken to the specified disposal area
   d. None of the above

15. After the disinfecting cleanup response, the final step for food contact surfaces is to
   a. Perform one final disinfection with an EPA-approved disinfectant
   b. Wash, rinse, and sanitize following normal procedures
   c. Exclude the employee that responded and performed cleanup
   d. All of the above

SHOW: *Slide A Case of Norovirus - Video*

**ACTIVITY:**

- **Purpose:** (1) to pre-assess participants’ knowledge of norovirus and (2) to establish the lesson content.
- **Preparation:** Review the activity directions below. Download and review the complete video (*Everyone Plays a P.A.R.T. in Norovirus Control*). Review answer key.
- **Props:** Video, laptop speakers. Participant’s Workbook.
- **Time:** 4 minute video, 4-6 minutes of participant feedback.
Technology Tip: The WMV version of the video can be embedded into the PowerPoint slide. Select “Insert” on the toolbar. Choose “Video” on the toolbar ribbon and the drop down “Video from File”. Locate the folder containing the video, select the video and select “Insert”. For additional assistance contact NFSMI’s Information Services through the NFSMI Help Desk.

SAY: To further access your food safety knowledge please turn in your Participant’s Workbook to the video viewing guide. We will see a short video scene where several food safety mistakes are made, especially related to norovirus prevention. As the video plays, write down any mistakes seen. While the video takes place in a school environment, the food safety mistakes are also applicable within a child care environment.

DO: Play video through health inspector/principal’s office scene (pause as indicated at 4 min 5 sec).

SAY: We have just seen how a few simple mistakes can lead to a big outbreak. What mistakes did you see?
What mistakes did Nina, Linda, and Mia make?

1. Nina went to work when she was ill with reportable symptoms.

2. Nina failed to wash her hands after leaving the restroom at work before starting her shift.

3. Nina did not report her symptoms to her manager, even when asked.

4. The sanitizer bucket is on the prep table.

5. The manager/Linda did not know to exclude Nina from work for a specific period of time.

6. The manager/Linda and Nina are touching ready-to-eat foods with their bare hands. Nina has a cut on her hand that is not properly covered.

7. After wiping & contact with Nina, manager/Linda did not wash her hands before touching food and food contact surfaces.

8. Food in the work area (25 foot radius) was stored instead of being disposed after the vomiting incident.

9. The kitchen should have been shut down for thorough cleaning and disinfecting after a vomiting incident.

10. Mia and Linda did not use personal protective equipment to clean up after the vomiting incident.

11. Linda used the same towel to wipe vomit off of Nina and also to clean food contact surfaces.

12. Mia did not remove the vomit/waste before mopping.

13. Mia did not dispose of the mop water (saved for later use); and did not disinfect the mop bucket or mop head after use.

14. Food contact surfaces within a 25 foot radius were not disinfected.

15. The manager/Linda and Mia did not wash their hands adequately after the cleanup.
OBJECTIVE 1: Describe why norovirus is a concern in Child Care settings.

SHOW: Slide Why is Norovirus a Concern?

SAY: Norovirus is the leading cause of foodborne illness in the US. Unlike some viruses, this virus is very hardy and resistant. It can survive freezing, temperatures to 140°F, and on surfaces such as stainless steel for at least a week. Another challenge is that common foodservice sanitizers that we use are not effective in killing norovirus. This means that the typical chemicals used in sanitizing a surface are not effective. This is especially important when sanitizing after staff or children have vomited or contaminated a surface. In this case, use of a special disinfectant is required.

SAY: Here is an example. We may use chlorine as a sanitizing chemical in food service. Safe chemical ranges for sanitizing with chlorine are between 50-100 parts per million (PPM). This level is too low of a concentration to kill norovirus. To kill norovirus we will need to use chlorine at a disinfectant level of 5,000 ppm! Quat sanitizers at any concentration are ineffective against norovirus.

OBJECTIVE 2: List the symptoms of norovirus.

SHOW: Slide Norovirus Symptoms

SAY: Please turn in your Participant’s Workbook to the What is Norovirus fact sheet and follow along.
SAY: Norovirus illness is sometimes referred to as the “stomach flu.” Symptoms of norovirus include nausea, vomiting, and diarrhea accompanied by abdominal cramps. Some people also complain of headache, fever or chills, and muscle aches. Symptoms usually begin 1 to 2 days after exposure to the virus and usually last for 1 to 3 days.

SAY: During that time people can feel very ill and often vomit violently or have explosive diarrhea many times a day. Most people recover completely within 1 to 2 days with no long-term complications of norovirus illness. However, persons who are unable to drink enough liquids to replace those lost with vomiting and/or diarrhea may become dehydrated and require special medical attention. Young children, the elderly, and persons with other illnesses are the most likely to have severe symptoms.

SHOW: Slide Highly Contagious

SAY: It only takes a few particles of norovirus to cause illness – around 18. Looking at the numbers of particles spread by vomiting and in feces, we can all understand why proper control of norovirus is critical to stopping the spread of the virus.

SAY: Norovirus is a very contagious illness. People working with food who are sick with norovirus are a particular risk to others because they handle the food and drink many other people will consume. A sick food handler can easily – without meaning to – contaminate the food he or she is handling. Many of those eating the contaminated food may become ill, causing
Everyone Plays a P.A.R.T. – Norovirus Control in Child Care Facilities

In an outbreak. People infected with norovirus are contagious from the moment they begin feeling ill until several days after recovery.

**OBJECTIVE 3: Describe how norovirus is transmitted.**

**SHOW:** *Slide Norovirus Transmission*

**ASK:** How do people become infected with norovirus? *(wait for audience responses)*

**SAY:** People can become infected with norovirus in several ways, including:

- Having direct contact with the stool or vomit of a person who is infected;
- Eating food that has been contaminated by either direct contact with contaminated hands or work surfaces that are contaminated with stool or vomit;
- Touching surfaces or objects contaminated with norovirus and then placing their hand in their mouth; or
- Norovirus can also be transmitted through tiny airborne droplets. Because it is so small, it is aerosolized in the air when someone vomits or flushes the toilet.

**SHOW:** *Slide Transmission by Air 25 feet*

Instructor’s Note: This slide includes animation that depicts the 25 foot spread of aerosolized particles.

**SAY:** Imagine an ill child is preparing to sit down to eat.
DO: Click next (slide advance): the green dot moves into the dining area.

SAY: Then the child vomits.

DO: Click next (slide advance): a green mass flows over the area to depict the 25 foot spread of aerosolized droplets.

SAY: Norovirus can spread through the air and throughout the seating area to people, food, and surfaces. Anyone who comes in contact with these droplets may also become ill.

(Option: Use a tape measure to demonstrate the 25 foot zone being described.)

SHOW: Slide Everyone Plays a P.A.R.T.

SAY: Every child care provider plays a part in reducing the likelihood of an outbreak due to norovirus.

• We can all prevent norovirus by following good personal hygiene practices.

• It is important to assemble and have ready a Body-Fluid Cleanup Kit and respond correctly to a vomiting incident.

• Finally, it is important to complete a total cleanup process after an incident.
OBJECTIVE 4: List personal hygiene habits that can prevent norovirus.

SHOW: *Slide Prevent*

SAY: Let’s start by learning ways to prevent a norovirus outbreak. Each child care provider can prevent norovirus by practicing good personal hygiene. This includes frequent handwashing with soap and water, especially after each toilet visit, before eating, preparing, or serving food, and when changing diapers or assisting with toilet visits in child care settings. Let’s see who is a handwashing star.

ACTIVITY:

- *Purpose:* (1) to reinforce the importance of thorough handwashing.

- *Preparation:* Review the activity directions below. Practice using the props.

  Draw an oversized picture of the front and back of a set of hands.

- *Props:* UV-glowing lotion, black light(s), flipchart pad, easel, markers in a unique color for each team (4-5), Participant’s Workbook Handwashing Challenge page.

- *Time:* 3 minutes to apply lotion and wash hands, (simultaneously – 3 minutes of audience brainstorming), 5-6 minutes of group post-handwashing assessment, 3-4 minutes of team feedback and activity summary.
**DO:** Break the audience into teams (3-5 depending on audience numbers) and have each team select a representative. (Option: if the audience is larger than 25 attendees, request 3 volunteers to participate).

**SAY:** We are going to have a handwashing competition. The selected individuals will be showing us how well they can wash their hands.

**DO:** Squirt approximately 1 tablespoon of ultraviolet-glowing lotion (GloGerm or Glitter Bug) into the palm of each volunteer’s hand. Ask participants to rub this into their hands like it is hand lotion. Select one volunteer. Ask this one volunteer to raise their hands to head height (so attendees in the back of the room can see the demonstration). Use the black light to show how well covered the hands/wrist are with the glowing lotion. *(Option: Have participants stand in a circle to see the demonstration.)*

**SAY:** Imagine that you have just been to the restroom. This simulates the amount of contamination that could be on your hands. We will be asking all of our volunteers to leave the room and wash their hands. How long should we wash our hands? *(Wait for an audience response.)*

**SAY:** That is correct; we should scrub for at least 10-15 seconds with a total wash time of 20 seconds. Okay volunteers, please go out and wash your hands. *(Volunteers leave)*
SAY: *(While volunteers are out of the room)* When our volunteers return we will use the black light to see how well they washed their hands. Places that are not washed well will continue to glow. Please turn in your Participant’s Workbook to the Handwashing Challenge page. Each team will use the black light and this page to record where the volunteers’ hands or wrists glow. We will count the number of glowing areas and see who washed their hands the best.
Handwashing Challenge
*Note: Because the attendees may be out of the room for a few minutes, be prepared to have ‘filler’ content in addition to the information below.

ASK: What are some reasons that we or others may skip handwashing or may not wash our hands thoroughly?

DO: List audience responses on a flip chart. Post on the wall with tape.

ASK: What are ways we can overcome some of these barriers to good handwashing habits?

DO: List audience responses on a flip chart. Post on the wall with tape.

DO: When the volunteers return, allow each group to use the black light and record on the Handwashing Challenge page areas on the hands and wrists that still glow.

DO: While the groups are working, draw on flipchart paper an oversized picture of the front and back of a set of hands (like the Handwashing Challenge page) with a marker. Have a marker in a unique color for each team (3-5 colors).

SAY: (Volunteers return) Okay, let’s see how well our volunteers washed their hands.

DO: Have one person from each team report on the number of glowing areas found and have them use their marker to draw on the flipchart where these glowing areas were located.
SAY: We have learned two important lessons – First, even though we have been trained before and have been washing our hand all of our lives, we can always do a better job with handwashing. Also, let’s note the areas that were most commonly missed.

DO: Refer to the flipchart where teams have marked areas missed during handwashing.

SAY: As you can see, the areas of the hands that we most frequently miss are the wrists, cuticles and under our nails, between our fingers, and our non-dominant thumb.

SHOW: Slide Handwashing

ACTIVITY

- *Purpose:* (1) to reinforce when hands should be washed and the steps for thorough handwashing.

- *Preparation:* Review the activity directions below. Download and review the complete video (*Wash Your Hands: Educating the School Community*). Review answer key.

- *Props:* Video, laptop speakers

- *Time:* 5 minute video, 4-6 minutes of participant feedback.

- *Technology Tip:* The WMV version of the video can be imbedded into the PowerPoint slide. Select “Insert” on the toolbar. Choose “Video” on the toolbar ribbon and the drop down “Video from File”. Locate the folder containing the video, select the video and select “Insert”. For additional
Everyone Plays a P.A.R.T. – Norovirus Control in Child Care Facilities

Instructor’s Manual

assistance contact NFSMI’s Information Services through the NFSMI Help Desk.

**SAY:** Turn to the Activity: Video Viewing Guide—Wash Your Hands in your Participant’s Workbook. We are going to watch a video. As we are watching the video, please list the steps for correct handwashing and times when hands should be washed. While the video takes place in a school environment, the hand washing best practices are applicable to child care environment.

**DO:** Show the video “Wash Your Hands: Educating the School Community.”

**ASK:** What are the steps for proper handwashing? *(wait for audience responses).*

**SAY:** Correct. In addition, *(list any steps on the answer key that were not mentioned).*

**DO:** Refer participants to the Effective Handwashing Fact Sheet in the Participant’s Workbook for proper handwashing procedures.

**ASK:** Based on the video we saw, when should we wash our hands? *(wait for audience responses)*

**SAY:** That is correct. In addition… *(list any responses on the answer key that were not mentioned).*
As we watch the video “Wash Your Hands: Educating the School Community” record how hands are washed and when hands are washed below. Refer participants to handout in Participant’s Workbook.

<table>
<thead>
<tr>
<th>How to Wash Hands</th>
<th>When to Wash Hands</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following steps are required for effective handwashing:</td>
<td></td>
</tr>
<tr>
<td>1. Use the handwashing sink with running warm water.</td>
<td></td>
</tr>
<tr>
<td>2. Rinse hands and exposed parts of the arms under running water and apply soap.</td>
<td></td>
</tr>
<tr>
<td>3. Lather hands together for at least 20 seconds, paying close attention to fingernails, between the fingers/fingertips, and surfaces of the hands and arms.</td>
<td></td>
</tr>
<tr>
<td>4. Rinse thoroughly with clean, warm running water.</td>
<td></td>
</tr>
<tr>
<td>5. Thoroughly dry the hands and exposed portions of arms with single-use paper towels or a heated-air, hand-drying device.</td>
<td></td>
</tr>
<tr>
<td>6. Avoid recontamination of hands and arms by using a paper towel to turn off hand sink faucets and/or to open the restroom door.</td>
<td></td>
</tr>
<tr>
<td>• When arriving for the day.</td>
<td></td>
</tr>
<tr>
<td>• When moving from one assigned task to another.</td>
<td></td>
</tr>
<tr>
<td>• When entering a food preparation area.</td>
<td></td>
</tr>
<tr>
<td>• Before, during, and after preparing food.</td>
<td></td>
</tr>
<tr>
<td>• Before serving food.</td>
<td></td>
</tr>
<tr>
<td>• Before putting on new, single-use gloves, and between glove changes.</td>
<td></td>
</tr>
<tr>
<td>• Before handling clean dishes or utensils.</td>
<td></td>
</tr>
<tr>
<td>• When changing food preparation tasks, such as between working with ready-to-eat and raw foods.</td>
<td></td>
</tr>
<tr>
<td>• After handling soiled dishes or utensils.</td>
<td></td>
</tr>
<tr>
<td>• After touching bare human body parts, for example, parts other than clean hands and clean, exposed portions of arms.</td>
<td></td>
</tr>
<tr>
<td>• After using the toilet.</td>
<td></td>
</tr>
<tr>
<td>• After changing diapers or cleaning up a child who has used the toilet.</td>
<td></td>
</tr>
<tr>
<td>• After blowing their nose, coughing, or sneezing.</td>
<td></td>
</tr>
<tr>
<td>• After touching an animal or animal waste.</td>
<td></td>
</tr>
<tr>
<td>• After handling pet food or pet treats, including visits to petting zoos.</td>
<td></td>
</tr>
<tr>
<td>• After touching garbage.</td>
<td></td>
</tr>
<tr>
<td>• When leaving for the day.</td>
<td></td>
</tr>
</tbody>
</table>
**Say:** This video was a school example. In child care settings are there other times we should wash our hands? *(wait for responses)* Possible answers: Before feeding children and infants; after handling pets, pet food or pet cages; after visiting a petting zoo; after being outside or on the playground; before and after diaper changes or assisting with toilet visits; before and after tending to someone who is sick or injured.

**SAY:** Remember, hand sanitizers do not kill norovirus and do not take the place of adequate handwashing. If used, hand sanitizers should be applied only after proper handwashing.

**SHOW:** *Slide Prevent (Do not use bare hand contact with ready-to-eat foods)*

**ACTIVITY:**

- **Purpose:** (1) to identify ready-to-eat foods and (2) to reinforce the importance of no bare hand contact with ready-to-eat foods.

- **Preparation:** Review the activity directions below. Review answer key.

- **Materials:** What are Ready-to-Eat Foods Activity in the Participant’s Workbook.

- **Time:** 3 minutes of team work, 2 minutes of answer review.

**SAY:** Practicing good personal hygiene also includes preventing bare hand contact with ready-to-eat foods. Please turn to the Activity: What are Ready-to-Eat Foods? in your Participant’s Workbook.
DO: Create 4 teams. Assign 1 question per team.

SAY: Each team can refer to the information on in the No Bare Hand Contact with Ready-to-Eat Foods fact sheet in their Participant’s Workbook, if needed.

DO: Allow participants 3 minutes to complete their assigned question.

SAY: Let’s review your answers.

DO: Call on each team spokesperson to share their answers. Clarify and elaborate on the answers provided as needed.
What Are Ready-To-Eat Foods?

Answer Key

Work with your team to answer these questions about ready-to-eat foods.

1. What are ready-to-eat foods? (definition)
   - Possible answers: foods that are never cooked or will be eaten without further preparation, washing, or cooking.

2. Why are ready-to-eat foods more likely to spread norovirus?
   - Handling these foods with unclean hands or utensils will contaminate them.
   These foods will be served without further preparation, washing, or cooking.
   Cooking is an important step used to kill pathogens. Employees who do not follow good personal hygiene practices could make many people ill.

3. What are examples of ready-to-eat foods that we serve?
   - Possible answers may include: salads, fresh fruit, fresh vegetables, deli meats, cold sandwiches, cheeses, and all cooked foods that are ready-to-serve. In addition, infant formulas and baby food would be ready-to-eat foods.

4. In addition to gloves, what else can we use to prevent bare hand contact?
   - Possible answers: utensils such as tongs, spoons, forks, scoops, and deli sheets.
OBJECTIVE 5: Name illnesses and symptoms of illnesses that must be reported to a child care director, and identify the required director response.

SHOW: Slide Prevent (Report Symptoms)

SAY: Prevention of all foodborne illnesses like norovirus includes working only when we are well and knowing which symptoms to report to the child care director. Symptoms that must be reported include vomiting, diarrhea, jaundice or yellowing of the skin or eyes, a sore throat accompanied by a fever, and infected cuts on hands, wrists, or exposed arms. We should also tell our child care director if we have been diagnosed with or exposed to others with any foodborne illnesses. Several illnesses are easily transmitted from person to person and through food and must also be reported to the health department. In addition to norovirus, report illnesses due Hepatitis A, Shigella spp (shigellosis), E. coli, Salmonella Typhi—also known as typhoid fever, and nontyphoidal Salmonella (salmonellosis).

SHOW: Slide Prevent (Exclude and Restrict)

SAY: To reduce the chance that food will be contaminated by ill or infected child care staff, child care directors may either exclude or restrict ill staff. Exclusion means child care staff are not permitted to work. In child care facilities, employees with symptoms of vomiting, diarrhea, jaundice (yellowing of the skin or eyes), a sore throat and fever, or those who have been diagnosed with a foodborne illness must be excluded.
SAY: Restriction means a child care center employee’s activities are limited to prevent the risk of transmitting a disease that is spread through food. A restricted employee cannot handle food, clean equipment, utensils, food linens, or unwrapped single-service or single-use articles. Job duties for employees who are restricted may include working in non-food cleaning or maintenance tasks. In child care facilities, employees who have been exposed to an illnesses due to Hepatitis A, *Shigella* spp (shigellosis), *E. coli*, *Salmonella Typhi*—also known as typhoid fever, and nontyphoidal *Salmonella* (salmonellosis) through an outbreak or a household member should be restricted. In addition, employees with an uncovered cut on the hand or arms must be restricted. An employee with a properly covered wound (clean bandage and glove) does not have to be restricted.

SAY: In most cases, the child care director reserves the right to remove, adjust, or retain the exclusion or restriction. In some cases, an approval from a medical provider or the local health department is required to lift an exclusion or restriction depending on the illness. For illnesses like norovirus, employees will be asked to stay home until symptoms have been resolved for at least 2 days. This information is also covered in the Restricting or Excluding Ill Child Care Employees fact sheet in your workbook.

Contact your local health department and state agency for information pertaining to your local and state policies.
SAY: Let’s turn to the Activity: Exclude or Restrict in your workbook and complete a quick quiz.

ACTIVITY:

- **Purpose:** (1) apply restriction and exclusion criteria for reportable symptoms and illnesses.

- **Preparation:** Review the activity directions below. Review the participant worksheet. Review answer key.

- **Materials:** Activity: Exclude or Restrict in Participant’s Workbook.

- **Time:** 3 minutes of individual or seat-mate work. 5-8 minutes of answer review.
EXCLUDE or RESTRICT?

**Answer Key**

For each of the symptoms or illnesses, should the employee be excluded or restricted?

**Definitions:**

- **Exclude:** child care center employee who is not permitted to come to work.

- **Restrict:** child care center employee’s activities are limited to prevent the risk of transmitting a disease that is spread through food. A restricted employee cannot handle food, clean equipment, utensils, food linens, or unwrapped single-service or single-use articles.

<table>
<thead>
<tr>
<th></th>
<th>May Work</th>
<th>Exclude</th>
<th>Restrict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jessica has a cold with watery eyes, sneezing, and sniffles.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nina is having bouts of vomiting.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Jorge has a cut on his hand that is infected and uncovered.</td>
<td></td>
<td></td>
<td>✓ Until cut is covered</td>
</tr>
<tr>
<td>Mia’s husband has been diagnosed with norovirus.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Leonard has a persistent cough.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Aggie has a sore throat and fever.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Annette has diarrhea.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Linda has been diagnosed with norovirus.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Ben’s last episode of diarrhea was 48 hours ago.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Contact your local health department and state agency for information pertaining to your local and state policies.
Child Care Director Aids

**SAY:** The Food and Drug Administration (FDA) refers to the “three legged stool” for norovirus protection:

1. thorough and effective handwashing;
2. no bare hand contact with ready-to-eat foods; and
3. an employee health and wellness program.

**SAY:** NFSMI has many resources to assist child care staff and directors in creating your food safety program—such as best practices in food safety, training resources, and job aids for personal hygiene issues including handwashing, glove use, and exclusion and restriction of ill employees. Web links to those NFSMI resources are provided in the back of your Participant’s Workbook. NFSMI’s *Employee Health and Personal Hygiene* resource will be an essential tool to update your food safety program.

**OBJECTIVE 6: Identify the components of a Body Fluid Cleanup Kit.**

**SHOW:** Slide A Challenge…

**SAY:** The FDA Food Code recently made a change related to norovirus prevention: *Clean-up of Vomiting and Diarrheal Events*. This recommendation states that:

A food establishment shall have procedures for employees to follow when responding to vomiting or diarrheal events. The procedures shall address the specific actions employees
must take to minimize the spread of contamination and the exposure of employees, consumers, food, and surfaces to vomitus or fecal matter.

In this next section we will learn important procedures to put in place in your child care facility.

**Child Care Director Aids:**

**SAY:** Your Participant’s Workbook contains valuable resource links, fact sheets, posters, and sample best practices that your facility can implement or adapt to comply with these new recommendations.

**ACTIVITY:**

- **Purpose:** (1) to pre-assess participants’ knowledge of Personal Protective Equipment (PPE) and cleaning tools.
- **Preparation:** Review the activity directions below. Review the participant worksheet. Review answer key.
- **Materials:** Activity: Identify the Components of the Body Fluid Cleanup Kit.
- **Time:** 5 minutes of participation and participant feedback.

**SAY:** Please turn to the Activity: Identify the Components of the Body Fluid Cleanup Kit in your Participant’s Workbook. Let’s stand and determine which items are for personal protective equipment and which are for cleaning. If the item is personal protective equipment make the letter “P” with your body.
DO: Demonstrate forming a “P” by turning to the left and curling your arms inward to your waist.

SAY: If the item is for cleaning, use your arms to form a “C”.

DO: Demonstrate by turning to the left, curling one arm at head level and one arm at waist level to form a “C”.

SHOW: Slide Items/PPE/Cleaning Chart

Instructor’s Note: This slide is animated. The answers (check marks) enter each time you click next slide advance.

DO: Ask for participants to respond by using their bodies to form a “P” or “C” as they answer. As they provide the answer, ‘reveal’ the correct answer on the slide by clicking “next” (using the slide advance) and demonstrate the correct letter (P or C).

SAY: Great job! You can be seated. This information is also covered in the Assembling a Body Fluid Cleanup Kit fact sheet in your Participant’s Workbook. Please take a moment and place a check mark in the column that corresponds to the information we have just covered.

DO: Be sure to cover the concentration ratio of bleach found below the activity.
Identify the Components of the Body Fluid Cleanup Kit

Below are items in a Body Fluid Cleanup Kit.

Place a check mark in the column that best describes each item

- Which are for Personal Protective Equipment (PPE)?
- Which are for cleaning?

**ANSWER KEY**

<table>
<thead>
<tr>
<th>Items</th>
<th>PPE</th>
<th>Cleaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bucket and spray bottle</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Disposable gown</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Effective disinfectant*</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Facemask with eye protection or goggles</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Gloves</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Paper towels</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Plastic garbage bag</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sand or liquid spill absorbent material</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Flat edge scoop, small shovel or dustpan</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Shoe covers</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

*EPA-registered disinfectants effective against norovirus (http://www.epa.gov/oppad001/list_g_norovirus.pdf) or chlorine bleach (5.25% concentration) at 1000 - 5,000 parts per million (ppm) (5 tablespoons and 25 tablespoons (1.5 cups) of bleach with 1 gallon of water. It is recommended that 1.5 cups of bleach per 1 gallon of water be used on surfaces that have had direct contact with body fluids.

*Read the label on the bleach bottle:
Sodium hypochlorite is the active ingredient in chlorine bleach. Different brands of bleach may have different amounts of this ingredient; ranging from 5.25-8.25% sodium hypochlorite. Read the label to find out the concentration of sodium hypochlorite and prepare the disinfecting solution as appropriate.

Contact your local health department and state agency for information pertaining to your local and state policies.
SHOW: **Slide Assemble**

**DEMONSTRATION:**

- **Purpose:** (1) to display and describe the purpose of PPE.
- **Preparation:** Review the demonstration directions below.
- **Props:** Disposable gown, gloves, facemask with face shield, and shoe covers
- **Time:** As content is discussed.

**DO:** As each item is mentioned, lift it up so that all participants can see.

**SAY:** All body fluids, including vomit, should be treated as infectious. That's why every child care facility should **Assemble** a Body Fluid Cleanup Kit for their operation. This kit should include Personal Protective Equipment to keep employees safe while cleaning, including a disposable gown, gloves, facemask with eye protection or goggles, and shoe covers. We will learn how to wear these in a few minutes.

**SHOW: **Slide Assemble (Cleaning Supplies)**

**DO:** As each item is mentioned, refer to the photos on the screen.

**SAY:** The Body Fluid Cleanup Kit should contain supplies to remove and dispose of the waste. This includes a bucket and spray bottle for mixing chemicals, disposable paper towels, a designated, disposable mop head for body fluid cleanup, and a plastic garbage bag with twist-ties. Additional items to include are a disposable scoop, small shovel, or dustpan to help pick up
the waste and sand or liquid spill absorbent material to make the waste more solid and less likely to splash or splatter during cleanup. Pre-assembled kits containing the recommended supplies are available through many chemical supply companies.

**SHOW:** *Slide Assemble (Disinfectants)*

**SAY:** The final item required for the Body Fluid Cleanup Kit is a *disinfectant* effective against norovirus. As mentioned earlier, our common foodservice sanitizers are not effective in killing norovirus. This means that the chemicals we normally use to sanitize food contact surfaces should not be used to cleanup body fluids. A list of EPA-registered disinfectants against norovirus can be found at this website. These should be used following the manufacturer’s directions for concentration. In the absence of such a product, chlorine bleach mixed to 5,000 parts per million (PPM) should be used. This is a very high concentration of chlorine and should be mixed wearing personal protective equipment and used in a well-ventilated area. The solution should also be made fresh before each use because the solution loses concentration over time. Once opened, bleach loses its effectiveness after 30 days. Use a new, unopened bottle of bleach every 30 days for preparing solutions. Also remember that bleach should not be mixed with any other chemical.

Store the Body Fluid Cleanup Kit with an unopened container of household bleach, or the EPA-approved disinfectant; the bucket designated for chemical use; and the spray bottle in an area designated for chemical storage and/or cleaning supplies.
OBJECTIVE 7: Correctly wear personal protective equipment.

SHOW:  *Slide Respond*

SAY:  Cleanup of body fluids that may contain norovirus is different from routine cleaning and sanitizing and involves a more stringent cleaning and disinfecting process. It is important to respond correctly to a vomiting incident. For body fluid contamination in food preparation, service, or dining areas, stop all operations immediately. All individuals within a 25 foot radius should be removed from the area and should immediately wash their hands. Potentially contaminated clothing should be removed, machine washed in hot water using the longest available cycle, and dried on the hottest setting. All uncovered or exposed food within this 25 foot radius should be thrown away. In addition, discard intact and sealed containers or single-service items within the 25 foot radius if the item’s surface cannot be adequately cleaned and disinfected. Please follow along with the Cleaning and Disinfecting Body Fluid Spills SOP in your workbook.

SHOW:  *Slide Respond (Put on Personal Protective Equipment)*

**ACTIVITY:**

- *Purpose:* (1) to demonstrate proper use of Personal Protective Equipment.
- *Preparation:* Review the activity directions below. Assemble props.
- *Props:* Shoe covers, gown, pair of gloves and face mask with eye protection or goggles.
Everyone Plays a P.A.R.T. – Norovirus Control in Child Care Facilities  Instructor’s Manual

- **Time:** 4-5 minutes to assist volunteer and describe the purpose of each component.

**DO:** Request an audience volunteer to correctly put on the PPE items as they are described.
(Optional – the instructor can put on the PPE instead of using an audience member.)

**SAY:** Only child care or custodial staff trained in the appropriate use of the Body Fluid Cleanup Kit should respond to an incident. Part of an appropriate response includes protecting ourselves from contamination. This means wearing Personal Protective Equipment to protect our clothes and shoes.

**DO:** Assist the volunteer in putting on the gown and shoe covers.

**SAY:** Also the equipment protects our face from splashing and air-borne particles and our hands from direct contact with body waste. You may want to consider double gloving.

**DO:** Assist the volunteer in putting on the face mask with eye protection or goggles and gloves.

**SAY:** While wearing PPE – remember to keep hands away from your face and replace gloves if they become torn or dirty. Later we will see how to remove and properly discard all PPE in the garbage bag provided.

*Note: Volunteer keeps the PPE on until later.*
OBJECTIVE 8: Describe proper body fluid cleanup procedures.

SHOW: *Slide Respond (Cover and remove the Waste)*

DO: Put on a set of disposable gloves (you will need to be wearing these for the re-gloving demo). As each step is described, ‘mock’ demonstrate the use and refer to the slide photos.

SAY: Use the contents of the Body Fluid Cleanup Kit to remove the waste. First, use sand, or liquid spill absorbent material to absorb and solidify the waste.

SAY: Use the disposable scoop and paper towels to remove the sand and body fluid. Dispose of the sand and waste in a plastic garbage bag. Remove your gloves and dispose of them in the plastic garbage bag.

SHOW: *Slide Respond (Re-glove)*

SAY: After touching and cleaning up waste, our gloves are now contaminated. To prevent cross-contamination, at this point it is important to discard the soiled gloves and put on new gloves. Skipping this step could mean anything we touch will be contaminated by our dirty gloves.

DEMONSTRATION:

- *Purpose:* (1) to demonstrate the correct technique for removing contaminated gloves and re-gloving.
Preparation: Review the activity directions below. Practice the technique to ensure smooth delivery.

Props: Disposable gloves

Time: 2 minutes: Perform/Demonstrate as discussing content.

DO: DEMONSTRATE while describing, making sure to raise hands/arms high so that all participants can see. *HINT: This may be a good time to have participants stand and form a circle around you for best viewing and as a break from sitting.

SAY and DO: The best way to prevent spreading germs while removing soiled gloves is to

- Pull one glove back by the cuff until it comes off inside-out.
- Cup it in the palm of your gloved hand.
- Hook two fingers of your bare hand inside the cuff of the remaining glove.
- Pull back so this glove also comes off inside-out, with the first glove tucked inside it.
- Discard the gloves in the designated garbage bag.

SAY: Before re-gloving it is always important to thoroughly wash your hands with soap and running water for 20 seconds.

ACTIVITY:

- Purpose: (1) to apply knowledge and practice re-gloving techniques.
- Preparation: Review the activity directions below.
- Props: 1 set of gloves per table or team.
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- **Time:** 3 minutes of practice.

**SAY:** Let’s practice this method of correctly removing gloves. Each table/team will have one set of gloves. One person will demonstrate to the others how to correctly remove gloves.

**DO:** Divide participants into teams. Provide gloves to each group/team/table, and have them demonstrate and practice this glove removal technique. Float around to help.

**SAY:** Now, let’s try double gloving.

**DO:** Demonstrate double gloving, then have participants practice the technique.

**SAY:** Great job everyone. Let’s continue with our cleanup.

**SHOW:** *Clean the affected area*

**SAY:** Clean the affected area with soap and water, and paper towels or a disposable mop head. This includes surfaces that came into direct contact with body fluids. For incidents involving vomit, this would include all areas and surfaces within 25 feet of the spill. Reglove, disposing of the gloves in a plastic garbage bag.

**SHOW:** *Slide Respond (Mix, then spray…)*

**SAY:** Next, mix a fresh solution of the provided disinfectant. If you are using a chemical from the EPA’s list, follow the manufacturer’s directions for the recommended concentration. Wear all PPE, including the face mask with eye protection, or goggles. Ensure that area is well
ventilated (mix solution outdoors if necessary). If you are using bleach, mix 1.5 cups of bleach per gallon of water in a well-ventilated area. Do not mix bleach with any other chemical.

Transfer solution to a spray bottle. Completely saturate the waste material and surrounding area with disinfectant. Then spray to saturate all surfaces, including food contact surfaces, within a 25 foot radius with the same disinfectant. Leave the chlorine disinfecting solution on the affected areas and surfaces for a minimum of 5 minutes. In another EPA-approved disinfectant is used, follow the manufacturer's instructions for contact time.

SHOW: *High touch surfaces*

SAY: Additionally, it is important to clean and disinfect high touch areas outside of the 25 foot zone as a preventive measure. Let’s make a list of high-touch areas. An example is a door handle. Can you name others?

**ACTIVITY:**

- **Purpose:** (1) to assess and reinforce participants’ knowledge of high-touch areas.
- **Preparation:** Review the activity directions below. Review possible responses.
- **Props:** Flip chart pad, easel, marker
- **Time:** 2 minutes of participant feedback.

**DO:** Use a sheet of flipchart paper to list audience responses.

Possible responses could include items like:

- handles on doors, equipment, dispensers, ice machines, and carts
- telephones, key boards, and light switches
- sink faucets, soap and sanitizer dispensers
- surfaces in common areas including dining areas, break rooms, and restrooms
- toys, desks and tables

**Show: Rinse**

**SAY:** All surfaces, including food contact surfaces within the 25 foot zone, were sprayed with a strong disinfectant. Now it is important to use a clean-water rinse on all treated food contact surfaces within this 25 foot radius. Rinse these surfaces with clean water, and paper towels and/or a disposable mop head. Allow these areas to air dry. Reglove, disposing of the gloves in a plastic garbage bag.

**SHOW: Slide Respond (Disinfect cloth surfaces)**

**SAY:** It is unlikely that our kitchen or dining area will have cloth or carpet. However, if carpet, upholstery, or other absorbant surfaces are contaminated, first remove as much waste as possible. Then, clean and disinfect with a chemical disinfectant if possible, and finally steam clean the area for a minimum of 5 minutes at a minimum temperature of 170 degrees Fahrenheit.

**SHOW: Slide Respond (Disinfect non-disposable tools)**

**SAY:** After cleanup and disinfection of the affected area, discard all disposable tools in the designated garbage bag. All non-disposable tools such as buckets, mop handles, and other non-
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disposable items used in cleanup should be cleaned with hot, soapy water and then disinfected using the appropriate disinfectant for norovirus. Complete an incident report.

**SHOW:**  *Slide Respond (Remove Personal Protective Equipment)*

**DEMONSTRATION:**

- *Purpose:* (1) to demonstrate the correct technique for removing contaminated PPE.
- *Preparation:* Review the activity directions below. Practice the technique to ensure smooth delivery.
- *Props:* Volunteer dressed in PPE items.
- *Time:* 3 minutes: Demonstrate while discussing content.

**DO:** Bring the volunteer dressed in PPE back up to the front. As each step is described, assist the volunteer in correctly removing the PPE. Assist the volunteer as needed to steady their balance.

**SAY:** Finally, remove your Personal Protective Equipment. Remove gloves as described before. Remove the face shield. Next, take off the gown by turning the sleeves inside out. Finally, remove the shoe covers. Place the PPE in the garbage bag. Place all garbage bags into a second garbage bag (double bag). Use a twist-tie to seal the garbage bag and take it to the disposal area specified by your facility’s administration.
DO: Thank the volunteer and have the volunteer return to their seat.

SAY: As an extra precaution for protecting you from germs, remove your uniform and securely tie in a separate garbage bag. These clothes should be machine washed in hot water using the longest available cycle and dried on the hottest setting. Wash your hands, exposed arms, and face with soap, then apply hand sanitizer to hands before putting on a clean uniform.

OBJECTIVE 9: Explain steps necessary to reopen a foodservice area after a vomiting event.

SHOW: Slide Total Cleanup

SAY: Total cleanup after a vomiting incident and before returning to normal operations is very important. After the disinfecting step all surfaces were rinsed with clean water. Before returning to normal operations, we should follow our standard cleaning procedures. We should thoroughly wash, then rinse these surfaces. Finally, use the chemical you would normally use to sanitize food contact surfaces. Allow these surfaces to air dry. These steps are outlined in your Participant’s Workbook.

SAY: Total cleanup also includes restocking the contents of the Body Fluid Cleanup Kit and storing it for the next use.
Everyone Plays a P.A.R.T. – Norovirus Control in Child Care Facilities

SAY: After a cleanup event, all employees should be alert for the signs and symptoms of norovirus and be reminded to report foodborne illness symptoms to their child care director, including vomiting or diarrhea.

SHOW: *Slide Everyone Plays a P.A.R.T.*

SAY: Today we have learned about norovirus – it is highly contagious, easily spread, and difficult to kill. Everyone plays an important part in norovirus prevention. This includes

- Prevention through good personal hygiene
- Assembling and having ready a Body Fluid Cleanup Kit
- Responding correctly to a vomiting incident and
- Total cleanup after an incident.

SAY: Norovirus is the leading causes of foodborne disease in the United States and has been the source of many outbreaks in child care facilities. We all play a part in reducing the likelihood of an outbreak in our child care facilities.

SHOW: *Slide Knowledge Challenge*

SAY: Let’s go through the answers you have written down on your self-check pages in your Participant’s Workbook.

DO: Ask for audience responses to the self-check questions. Clarify the answers as needed.
“Everyone Plays a P.A.R.T. in Norovirus Control”

Self-Check Answer Key

What are the symptoms of norovirus?

(1) ___vomiting & nausea___ (2) ______ diarrhea______ (3) __abdominal cramps__

How is norovirus transmitted?

(1) Having direct contact with the stool or vomit of a person who is infected
(2) Food can be contaminated either by direct contact with contaminated hands or work surfaces that are contaminated with stool or vomit
(3) In addition, by touching surfaces or objects contaminated with norovirus and then placing their hand in their mouth, one can be exposed.
(4) Norovirus can also be transmitted through tiny airborne droplets. Because the particles of this virus are so small, they can be aerosolized in the air when someone vomits

In our title "Everyone Plays a P.A.R.T. in Norovirus Control" what do the initials stand for?

P……..Prevention through good personal hygiene
A……..Assemble a Body-Fluid Cleanup Kit
R……..Respond correctly to a vomiting incident
T……..Total cleanup after an incident

What are some steps you can take to prevent norovirus?

(1) ___frequent handwashing ____
(2) ___preventing bare hand contact with ready to eat foods____
(3) ___report symptoms & illnesses to your child care director
(4) ___stay home when ill___
What Personal Protective Equipment should be in your Body Fluid Cleanup Kit?

1) ___ disposable gloves  
2) ___ disposable facemask with eye protection or goggles  
3) ___ disposable gown  
4) ___ disposable shoe covers

What cleaning items will be included in your Body Fluid Cleanup Kit?

1) ___ designated bucket and spray bottle  
2) ___ paper towels  
3) ___ designated or disposable mop head  
4) ___ plastic garbage bag & twist ties  
5) ___ disinfectant effective against norovirus  
6) ___ sand, or liquid spill absorbent material  
7) ___ Flat-edged disposable scoop, small shovel, or dustpan

What are some examples of high touch areas that should also be cleaned and disinfected?

1.) Handles on doors, equipment, dispensers, carts and sinks;
2.) telephones, light switches, toys;
3.) and surfaces in common areas including dining areas, break rooms, and restrooms

Fill in the blanks:

1.) All tools such as buckets, mop handles, and other non-disposable items used in cleanup should be ____ cleaned______ and then disinfectected____ using an appropriate ____ disinfectant____.

2.) For a vomiting incident food should be disposed of and all food contact surfaces disinfected, cleaned and then sanitized within a _____25______ foot radius.
*NOTE: A Jeopardy-type game show of norovirus questions in PowerPoint format has been developed. If time permits, you may want to break the class into teams and perform the game show before the post-quiz. You will need to use a flip chart and marker (or pad and pen) for score keeping. While the PowerPoint is in presentation mode, select the question/point level. The built-in hyperlink will take you to the multiple choice questions. In the bottom, right corner of the question slide is a hyperlink to the answer slide. In the bottom, right corner of the answer slide is a hyperlink to the table or game board. Practice using these hyperlinks before presenting the game show.

**SAY:** Let’s also take a minute to review what we have learned. Please turn to the post-quiz in your Participant’s Workbook and complete the post-assessment questions.

**DO:** Allow participants time to complete the post-assessment questions, then review the answers, clarify any missed points, and answer questions to the best of your ability. If there are questions you cannot answer, please refer participants to the NFSMI and/or resource lists provided in the Participant’s Workbook.
Everyone Plays a PART in Norovirus Control: Pre/Post-Quiz

Answer Key

1. Norovirus can be spread by
   a. Food and water
   b. Person-to-person contact
   c. Tiny, airborne droplets
   d. All of the above

2. Which CANNOT prevent the spread of norovirus?
   a. Frequent handwashing
   b. Bare hand contact with ready-to-eat foods
   c. Reporting symptoms like vomiting and diarrhea to your child care director
   d. All of the above can help prevent the spread of norovirus

3. Norovirus can spread through tiny droplets from nearby vomit and can travel through the air to people, food, and surfaces for up to
   a. 25 inches
   b. 25 feet
   c. 25 yards
   d. None of the above

4. Which symptoms must be reported to the child care director?
   a. Diarrhea
   b. Jaundice
   c. Exposure to norovirus
   d. All of the above

5. An employee with norovirus is asked to stay home until symptoms have been resolved for 2 days (48 hours). This is known as
   a. Exclusion
   b. Extrusion

National Food Service Management Institute
c. Restriction
d. Repelling

6. A child care center employee has diarrhea. What should the child care director do?
   a. Restrict the employee to non-food and non-food contact surface handling tasks.
   b. Allow the employee to work while wearing gloves.
   c. Exclude the employee from working.
   d. Assign the employee to work at the three compartment sink only.

7. Which employee does NOT have to be excluded?
   a. An employee with an uncovered, infected cut
   b. An employee with vomiting
   c. An employee with diarrhea
   d. An employee diagnosed with norovirus

8. Which item is NOT Personal Protective Equipment?
   a. Disposable gown
   b. Disposable gloves
   c. Face mask with eye protection or goggles
   d. Plastic garbage bag

9. Which piece of Personal Protective Equipment would protect you from aerosolized particles of norovirus?
   a. Disposable gown
   b. Disposable gloves
   c. Face mask with eye protection or goggles
   d. Disposable shoe covers

10. Which is NOT part of a Body Fluid Cleanup Kit?
    a. Sanitizer
    b. Disposable paper towels
c. Plastic garbage bag

d. EPA-approved disinfectant

11. Which statement is correct when a vomiting incident occurs?
   a. Any employee in the vicinity of a vomiting incident should respond immediately.
   b. Food being prepared nearby should be covered and put away before cleanup begins.
   c. Start by immediately covering the waste.
   d. Stop all foodservice operations including preparation and service.

12. Which would NOT be appropriate for disinfecting a body fluid spill?
   a. An approved & effective EPA-registered disinfectant
   b. Bleach at 5,000 parts per million (PPM)
   c. An approved sanitizer safe for food contact surfaces
   d. All of the above are appropriate

13. If bleach is used during a vomiting incident, what precautions should be taken?
   a. Ensure the solution is 5,000 parts per million (PPM).
   b. Prepare and use in a well-ventilated area.
   c. Wear personal protective equipment to mix and use.
   d. All of the above.

14. During and after the cleanup response, waste, paper towels, gloves, and other disposable items should be placed into
   a. A nearby trash can
   b. A dumpster
   c. A garbage bag and taken to the specified disposal area
   d. None of the above

15. After the disinfecting cleanup response, the final step for food contact surfaces is to
   a. Perform one final disinfection with an EPA-approved disinfectant
b. Wash, rinse, and sanitize following normal procedures

c. Exclude the employee that responded and performed cleanup

d. All of the above

SHOW: Slide Resources from NFSMI

SAY: The Participant’s Workbook has web-based references. NFSMI has several resources available for you to take this training and information back to your team, including a full 18-minute video, three on-line courses on norovirus prevention, mini-posters, and fact sheets. These can be accessed through the NFSMI website: www.nfsmi.org.

SHOW: Slide Resources

SAY: Another important resource for norovirus prevention is provided by The National Education Association Health Information Network through funding by USDA Food and Nutrition Service. NEA-HIN developed The Stomach Bug Book – a great resource for developing a facility-wide approach to norovirus prevention and response. It is available in English and Spanish. The websites listed here are also in your Participant’s Workbook.

SHOW: Slide Training Wrap-Up

DO: Provide participants the training evaluation form. Make sure all participants have signed the Attendee Roster. Provide attendees a Certificate of Attendance.
SAY: Please complete the training evaluation forms.

SHOW: Slide National Food Service Management Institute

SAY: Accessing NFSMI via the web is an excellent way to have access to important, timely, and expertly designed resources. Numerous food safety, food security, and emergency management resources are available to download for free from the web. Thank You for participating today!
REFERENCES


Resource List

National Food Service Management Institute

- Employee Health and Personal Hygiene

- Food Safety Standard Operating Procedures

- Norovirus Resource Page
  http://www.nfsmi.org/norovirus

- Serving Safe Food in Child Care, 3rd Edition
  http://nfsmi.org/documentlibraryfiles/PDF/20111209121908.pdf

Centers for Disease Control and Prevention

- General norovirus information
Norovirus and Working with Food

Updated Norovirus Outbreak Management and Disease Prevention Guidelines.
www.cdc.gov/mmwr/preview/mmwrhtml/rr6003a1.htm

Conference for Food Protection


Environmental Protection Agency (EPA)

List of disinfectants registered as effective against norovirus
http://www.epa.gov/oppad001/list_g_norovirus.pdf

The Food and Drug Administration

Employee Health & Personal Hygiene Handbook
http://www.fda.gov/Food/GuidanceRegulation/RetailFoodProtection/IndustryandRegulatoryAssistanceandTrainingResources/ucm113827.htm

Employee Health & Personal Hygiene Interactive Resource Disk
http://www.fda.gov/Food/GuidanceRegulation/RetailFoodProtection/IndustryandRegulatoryAssistanceandTrainingResources/ucm266434.htm

Employee Health & Personal Hygiene Satellite Broadcast
http://www.fda.gov/Food/GuidanceRegulation/RetailFoodProtection/IndustryandRegulatoryAssistanceandTrainingResources/ucm211949.htm

- FDA Oral Culture Learner Project - Educational Materials for Food Employees
  http://www.fda.gov/Food/GuidanceRegulation/RetailFoodProtection/IndustryandRegulatoryAssistanceandTrainingResources/ucm212661.htm

- FDA Food Code
  http://www.fda.gov/Food/GuidanceRegulation/RetailFoodProtection/FoodCode/default.htm
  
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<td>Preventing Contamination from Hands</td>
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<td>3</td>
<td>2-501.11</td>
<td>Clean-up of Vomiting and Diarrheal Events (2011 Supplement)</td>
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  http://www.fda.gov/Food/FoodborneIllnessContaminants/CausesOfIllnessBadBugBook/default.htm

- Food Marketing Institute


- National Education Association Health Information Network
