



## Project Firstline Session Plans

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# Topic Thirteen: Source Control

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# Overview of Sessions

The following Session Plans for **Topic Thirteen: Source Control** are to help guide you, as a provider of the Project Firstline training, with the necessary support to use Project Firstline materials to create well-rounded training events and educate your audience about infection control.

## Facilitator Instructions

### Choose Your Session

There are three different session lengths for you to choose from based on time available for training:

- 60 minutes (e.g., dedicated training session)
- 20 minutes (e.g., “Lunch and Learn” or agenda add-on)
- 10 minutes (e.g., “micro-learning” or agenda add-on)

Due to time constraints, the 10- and 20-minute sessions will have less opportunity for interactive discussion. We invite you to extend sessions for greater engagement whenever possible. We have also provided recommendations for using chat functions and other activities to draw your audience into the materials when you are limited to only a short amount of time.

These time lengths are not intended to be prescriptive and are instead provided simply as a tool that you may tailor to best match your specific audience and needs. When you schedule your session, use your knowledge of your audience’s availability and learning needs to adapt these materials as needed.

### Session Materials

- Three different Session Plans: 60 minutes, 20 minutes, and 10 minutes
- Corresponding PowerPoint slide decks: 60 minutes, 20 minutes, and 10 minutes
- Links to CDC’s Project Firstline video: *Inside Infection Control: Episode 23: What is Source Control?*

## Using the Materials

The sample materials are presented in sequence, with the expectation that participants will progress through the series. You may, however, mix and match content to meet participant needs. Following are things to know:

- Use the plans and slides as guides for your presentation.
- The slide numbers in the Session Plans correspond to the companion slide decks provided.
- We encourage you to customize the look and feel of the presentations and to adapt the facilitator script to better match your own voice and audience.
- The time recommendations are provided simply as a guide for the minimum amount of time needed for each section. We encourage you to take more time, as needed, with specific sections.

## Conducting a Session

Schedule and announce the sessions according to your organization's needs and requirements.

Each session should include at least the following:

- Specific learning objectives
- Presentation of core content
- Opportunities to understand and engage with the key messages for each topic

Each session should also give participants the opportunity to learn more, to understand and connect internally with the content, and to act on their learning and engage with others.

Additional guidance for facilitators and information about other topics covered in the series is provided in the Project Firstline Facilitator Toolkit Guide.

# Educational Content Outline

## Topic Thirteen: Source Control

**Content Summary:** Source control keeps germs from spreading by stopping them at their source. For COVID-19, source control focuses on masking to keep respiratory droplets out of the air. It applies to people with or without symptoms, which is important because people can be infected with SARS-CoV-2 and not know it and spread the virus to others.

### **Inside Infection Control Video:**

[Episode 23: What is Source Control?](#)

**Inside Infection Control Video Content Outlines:** For reference, a [Content Outline](#) for the video presented in this session is provided as an appendix to this document.

## Learning Objectives

- Explain how source control keeps germs from spreading.
  - ▶ Source control blocks, or stops, germs at their source, before they can spread to other people.
- Discuss one (1) reason why source control for COVID-19 focuses on masking.
  - ▶ For COVID-19, source control focuses on covering the nose and mouth with a mask to keep respiratory droplets out of the air.

# Sessions at a Glance

## Topic Thirteen:

Source Control

### Session Plans and When to Use:

- 60 minutes (e.g., dedicated training session)
- 20 minutes (e.g., “Lunch and Learn” or agenda add-on)
- 10 minutes (e.g., “micro-learning” or agenda add-on)

### Format:

- Online, synchronous

### Special Supplies:

- Registration list
- Participant booklet
- Session feedback form
- Timekeeper



# 60-Minute Session Plan

## 1. Session Start



**Slide 1: Opening Slide**



**Facilitator Notes**

Participants log in and get settled.

## 2. Agenda, Learning Objectives, and Introductions



**10 minutes**



**Slide 2: Agenda**



**Facilitator Notes**

- Welcome
- Housekeeping, either orally or via chat
  - ▶ If needed, additional notes specific to the platform you're using (e.g., how to "raise your hand," how to post questions)
- Overview of agenda
- If this session is part of an ongoing series, you may choose to say "welcome back," "thank you for joining us again," etc.



**Sample Script**

"Welcome to Project Firstline. Thank you for joining us! Before we begin, a few housekeeping notes. We'll meet today for one hour. Please keep your videos on, to the extent possible, and keep your microphone muted when you are not contributing to the discussion. It's great to see you all here today!"

“Today, we’ll focus on the importance of source control. We’ll talk about what it is, why it matters, and how we use masks for source control. We’ll also have an opportunity to reflect before we wrap up for the day.”



### Slide 3: Learning Objectives



#### Facilitator Notes

Provide an overview of the session’s learning objectives.



#### Sample Script

“Here is what we expect to learn today. After today, you’ll be able to explain how source control keeps germs from spreading, and you’ll understand why masks are such an important part of source control for COVID-19.”



### Slide 4: Introductions



#### Facilitator Notes

- These questions will give you a better understanding of your participants’ backgrounds, experience, and level of knowledge.
- Tailor your slide delivery for the virtual format and platform, and the number of participants:
  - ▶ You may wish to add role- or facility-specific questions to the introductions.
  - ▶ If you have a large group, you may decide to skip introductions and use the chat or poll feature for introductions.
  - ▶ If your group meets regularly, you may wish to skip or shorten the introductions, or use a different “icebreaker” approach.
- Be sure to introduce yourself, and anyone who is assisting you.



#### Sample Script

“Let’s take a minute to get to know each other. Please share in 30 seconds or less your name and your role at work.”



### Slide 5: What is source control?



#### Facilitator Notes

Transition to definition of source control and discussion before sharing the video.



#### Sample Script

“Let’s start by defining source control and talking about why it matters.”



### Slide 6: Definition



#### Facilitator Notes

- Either allow time for participants to read the definition themselves or read it aloud:  
“Use of well-fitting cloth masks, facemasks, or respirators to cover a person’s mouth and nose to prevent spread of respiratory secretions when they are breathing, talking, sneezing, or coughing.”
- **CDC source for the definition:** <https://www.cdc.gov/coronavirus/2019-ncov/hcp/infection-control-recommendations.html#source-control>
- You may choose to ask participants to answer, either verbally or in the chat, why they think that source control for COVID-19 focuses on masking.
- Establish:
  - ▶ Source control keeps germs from spreading by stopping them at their source.
  - ▶ For COVID-19, source control focuses on covering the nose and mouth with a mask to keep respiratory droplets out of the air.
  - ▶ A mask should fit well, without gaps at the edges, and cover your nose and mouth. This way, the mask blocks respiratory droplets that are released into the air when you breathe, talk, sing, cough, or sneeze.



### Sample Script

“Source control is an important tool to keep germs from spreading. It stops germs at their source, before they can spread to other people.

“Let’s review this definition of source control from CDC. Go ahead and read the definition to yourself.”

*(Pause as participants read.)*

“This definition specifically refers to source control for respiratory viruses, like SARS-CoV-2. It focuses on covering the mouth and nose to keep respiratory droplets out of the air. **Does anyone have an idea why?**”

*(Pause for responses, either in chat or aloud.)*

“That’s right. Wearing a mask for source control blocks your respiratory droplets from being released into the air. A mask should fit well, without gaps at the edges, and cover your nose and mouth. This is important because people who are infected with SARS-CoV-2, the virus that causes COVID-19, have virus in their respiratory droplets that can spread to other people and the environment.”



### Slide 7: What are some other examples of source control in healthcare?



#### Facilitator Notes

- Invite participants to share how they practice source control in healthcare generally – not particular to COVID-19.
  - ▶ You may choose to ask participants to respond verbally, in the chat, or both.
- This slide is animated. After participants respond, click to advance the slide.



### Sample Script

“Source control is an important tool to reduce the spread of many infections. **What are some of the other ways we practice source control in healthcare?**”

*(Pause to allow responses. After participants respond, advance the slide to animate it and bring in the bullets.)*

“That’s right. We might cover a rash to keep germs from getting from the rash into the air or into the environment, where they can then spread and infect other people. That is an example of source control.”

### 3. Video and Discussion



15 minutes (video 4:17)



Slide 8: Why is source control important?



#### Facilitator Notes

- Thank participants for responding to the question.
- Introduce video episode of *Inside Infection Control*.
- Ask participants to write down:
  - ▶ A reason why source control is important for COVID-19 care, and
  - ▶ A strategy for how to control germs at the source.



#### Sample Script

"Thank you for sharing! Moving forward, we'll talk about source control that's specific to COVID-19.

"First, we'll check in with the CDC's Dr. Abby Carlson and then discuss together what we've learned. As you watch this video, please make note in your Participant Booklet what you learn about source control for COVID-19 care. **Why is source control important for COVID-19? How do we do source control?"**



Slide 9: Video: What is source control?



#### Facilitator Notes

- Access the video here:  
**CDC Website:** <https://www.cdc.gov/infectioncontrol/projectfirstline/videos/Ep23-Source-LowRes-New.mp4>
- OR  
**Project Firstline YouTube Playlist:**  
<https://www.youtube.com/watch?v=9C2wwGmSu4&list=PLvvp9iOILTQZQGtDnSDGViKDdRtlc13VX&index=24>



## Slide 10: What did we learn about source control?



### Facilitator Notes

- After the episode, ask the group to discuss what they learned about source control from the video and why source control is important for COVID-19.
- You may choose to ask participants to share their reactions orally, via chat, or both.



### Sample Script

“Take a moment to review the notes you took during the video. **What did you learn about source control? Specifically, why is source control important for COVID-19 care? Would someone like to respond?**”

*(Pause to allow for responses. Encourage additional discussion.)*



## Slide 11: Source Control for COVID-19



### Facilitator Notes

- This slide has animations for the second column. When you advance to the slide, only the first column will appear.
- After you introduce the concept, ask participants to share, either by coming off mute or via chat, answers to the question, **“Why?”**
- After they provide responses, use the animation to reveal the answers.
- The [Content Outline for Episode 23](#) of the video series provides additional discussion points that you may wish to use.
- Depending upon your context and audience, you may wish to refer to CDC’s [Interim Infection Prevention and Control Recommendations for Healthcare Personnel During the Coronavirus Disease 2019 \(COVID-19\) Pandemic](#), which includes the most recent recommendations for source control for healthcare workers who have been fully vaccinated against COVID-19.



### Sample Script

“Source control for COVID-19 is critical to preventing the spread of respiratory droplets. We cover our nose and mouth with a mask to keep the respiratory droplets that we breathe out, out of the air and away from other people. **Why does that matter?**”

*(Pause for responses.)*

“Yes! When we stop those respiratory droplets at the source, we keep the virus from spreading.”



### Slide 12: We Don't Always Know Who's Infected with SARS-CoV-2



### Facilitator Notes

- This slide has animations for the second column. When you advance to the slide, only the first column will appear.
- After you introduce the concept, ask participants to share, either by coming off mute or via chat, answers to the question, “**Why?**”
- After they provide responses, use the animation to reveal the answers.
- The [Content Outline for Episode 23](#) of the video series provides additional discussion points that you may wish to use.



### Sample Script

“Source control is especially important for COVID-19 because we don't always know who is infected. **Why does that matter?**”

*(Pause for responses.)*

“That's right. We don't always know who's infected, because people can be infected but not show any symptoms – that's called being asymptomatic. It matters because the virus can still spread from someone who is infected, but who doesn't feel sick.”



### Slide 13: Masking for Source Control



#### Facilitator Notes

Transition to specific discussion of using masks for source control.



#### Sample Script

“Now we’re going to focus on using masks for source control.”



### Slide 14: How can masks stop germs at the source?



#### Facilitator Notes

- Invite participants to return to their notes from the video, and to think specifically about what they learned about masking for source control.
- You may choose to ask participants to share their reactions orally, via chat, or both.



#### Sample Script

“Take a minute to review your notes from the video again. **What did you learn about the use of masks for source control? Why do we use masks, and how do they prevent the spread of disease?**”

*(Pause to allow for responses. Encourage additional discussion.)*



### Slide 15: Respiratory Droplets



#### Facilitator Notes

- Show graphics of person sneezing and person who can see their breath because it’s cold outside.
- You may choose to share Episode 4 of *Inside Infection Control: What is a Respiratory Droplet? Why Does it Matter?* as a supplemental activity. You may use the [Content Outline from Episode 4](#) to support any discussion.

- This slide has animations. When you advance to the slide, only the picture of the person sneezing will appear. When you are ready, use the animation to advance the slide to show the graphic of the person who is cold and can see their breath.



### Sample Script

“You may recognize this photo. It reminds us why we care about blocking our respiratory droplets!”

*(Advance slide to next graphic.)*

“You may recognize this picture, too. Our breath isn’t just air, it has a lot of water in it. That’s our respiratory droplets, and they come out every time we talk, sing, cough, breathe, or otherwise blow air out of our nose or mouth. Most of the time, they’re so small we can’t even see them – but they’re there! When someone is infected with SARS-CoV-2, the droplets that they breathe out have virus particles in them. People who are close by can breathe the droplets in, or the droplets can land on their eyes, nose, or mouth, and they can get sick. Respiratory droplets can also fall on objects and surfaces and be picked up on someone’s hands and spread.

“Wearing a mask can block respiratory droplets at the source and prevent the spread of virus.”



### Slide 16: Source Control Tips: Masks



#### Facilitator Notes

- Emphasize that it is important for a mask used for source control to fit well.
  - ▶ You may wish to provide examples of masks that do not fit well, for comparison.
- From the CDC: “Facemasks that conform to the wearer’s face so that more air moves through the material of the facemask rather than through gaps at the edges can also reduce the wearer’s exposure to particles in the air.” ([Infection Control: Severe acute respiratory syndrome coronavirus 2 \(SARS-CoV-2\) | CDC](#))
- If asked about masking recommendations for healthcare workers who have been fully vaccinated against COVID-19, you may refer participants to CDC’s [Interim Infection Prevention and Control Recommendations for Healthcare Personnel During the Coronavirus Disease 2019 \(COVID-19\) Pandemic](#).



### Sample Script

“As we heard in the video, source control protects others. Wearing a mask that covers your mouth and nose can block your respiratory droplets from reaching others when you breathe, talk, sneeze, or cough.

“When it comes to wearing a mask, your mask should fit well, without gaps at the edges, and cover your mouth and nose. This makes it less likely that your respiratory droplets can reach people and things around you, as well as makes it a source of protection for you.”



### Slide 17: Source Control Tips: N95s



### Facilitator Notes

- Reinforce that N95 respirators not only protect the wearer from breathing in respiratory droplets, but many of them also serve as source control, blocking the wearer’s respiratory droplets.
- Depending on your audience, you may wish to refer to other episodes of *Inside Infection Control*, or to other elements in the Facilitator Toolkit, to add to the discussion of N95 respirators.
- If this session is part of a series and your group has discussed N95 respirators before or plans to in the future, you may wish to refer to that information.



### Sample Script

“Some of you may have cared for patients with COVID-19 and used an N95 respirator. Most N95s used in healthcare are also good for source control because they block your respiratory droplets from being breathed out into the air. So not only are you protected from virus that your patient is breathing out, if you’re infected, your patients and your colleagues are also protected from any virus that you’re breathing out.”

## 4. Breakout Groups and Discussion



**25 minutes**



**Slide 18: Breakout Groups**



**Facilitator Notes**

- Use breakout rooms appropriate to your virtual platform to divide participants into breakout groups and task each with discussing real-world scenarios in which source control is discussed on the job. Each group will be requested to develop a short, realistic role play that explains the concept of source control.
  - ▶ As needed, provide instructions related to the breakout room format, such as how to ask questions.
  - ▶ Inform the groups that they have 10 minutes to work together.
  - ▶ Ask each group to identify two volunteers who will be willing to illustrate the group's ideas when everyone reconvenes.
  - ▶ If applicable and possible, try to create groupings of participants who haven't yet worked together in past small-group activities.
- After the small groups have gathered, depending on your virtual platform, you may use the broadcast message feature or another means to send reminders of the discussion prompts, how much time is remaining, etc.
  - ▶ You may also choose to "visit" each group to encourage conversation and to hear their thoughts.
- Use your chime or timekeeper to warn participants when they have 2 minutes remaining.



**Sample Script**

"Let's think about source control on the job, and how we would explain the concept to others. **What situations might come up when you would need to explain source control? What would you say? What examples might you give about why source control matters?**

"We're going to break into small groups and think about these questions. As a group, talk through some times when you might need to explain source control to someone – a patient or family, a co-worker, or someone else. Practice explaining source control to each other.

“You’ll have 10 minutes to work. When we come back together, two people from each group will share a brief scenario, where one of you is explaining source control to the other.”



### Slide 19: Report Out



### Facilitator Notes

- After 10 minutes, reconvene the groups.
- In turn, invite two people from each group to share their role-playing scene.
  - ▶ After each group’s scene, acknowledge the strategies they used.
- After the presentations, lead a group discussion of the commonalities and differences across the scenarios and role plays.
  - ▶ You may choose for participants to respond by going off mute, in the chat, or both.
  - ▶ Allow opportunities for participants to raise other issues and observations from their small-group work.
- Building on the commonalities and differences observed, ask the group to reflect on any new ideas that might be helpful in their daily work.
  - ▶ You may choose to capture high-level points on a slide or in the chat.



### Sample Script

“Welcome back. Let’s share your scenes with the whole group. Let’s start with Group One. **Can our two volunteers explain your situation, and share your role play?**”

*(Allow each group to share their role play.)*

“Thank you. **Does anyone want to add anything else that you observed in your group?**”

*(Allow time for additional comments.)*

“I heard some common themes across your scenes – and some different ideas, too. **Does anyone want to share what they noticed?**”

*(Pause for responses.)*

“Great! **Did anyone hear something that would be helpful to you at work, maybe a new idea?**”

*(Pause for responses.)*

## 5. Reflection and Wrap-Up



**10 minutes**



**Slide 20: Reflection**



**Facilitator Notes**

Transition to wrap-up of session.



**Sample Script**

“Let’s use our last few minutes together to reflect on what we’ve learned and think about how we can put what we’ve learned into practice.”



**Slide 21: What did you learn about source control?**



**Facilitator Notes**

Encourage participants to reflect on what they learned today and how they will put what they learned into practice.

- You may choose to ask participants to respond orally, in the chat, or both.



**Sample Script**

“I hope you’ve learned a lot today. Before we go, I’d like for you to share with me one thing you learned about source control, and how you’ll put that knowledge to use on the job.”

*(Pause for responses. Acknowledge and respond as appropriate.)*



## Slide 22: Questions?



### Facilitator Notes

- Invite additional, remaining questions.
  - ▶ You may choose to ask participants to respond orally, in the chat, or both.
- If the answers are information that is already included in this session, please respond.
- If the questions address content that is not covered in this session, please do not attempt to answer. Instead, take note of the questions and consult with CDC resources to follow up with answers after the session.



### Sample Script

“Thank you all for your time! Please take a moment to reflect on today’s session and share any remaining questions you have. **Does anyone have any questions still remaining?**”

*(Address questions as appropriate.)*

“Thank you for sharing those questions. Project Firstline is actively collecting your questions to help inform more training resources as they’re developed. I’ve written them down and I will get back to you with responses.”



## Slide 23: Key Takeaways



### Facilitator Notes

- Review key takeaways.
- You may choose to revisit discussion points or questions that arose during the session.



### Sample Script

“I hope this training gave you some good information about source control, and why it’s so important. I’ve captured some key takeaways here, which you can review at your leisure after the session today.”



## Slide 24: Resources and Future Training Sessions



### Facilitator Notes

- Share additional resources from Project Firstline and CDC.
- Explain how participants can reach you, by the means of your choosing, and how they can reach Project Firstline.
- If this session is part of a series, you may choose to describe the themes of upcoming sessions.



### Sample Script

"We covered a lot today, and there is still more to learn. You can keep exploring these topics on your own using the resources on this slide. You can also follow us on social media. I will stay on the line for a few minutes after our session ends and will be happy to discuss any other questions!"

*(If this session is part of a series) "Next time, we will cover [insert training topic]."*



## Slide 25: Feedback Form



### Facilitator Notes

Explain how to access the feedback form.



### Sample Script

"And, finally, please let us know how you enjoyed today's session by completing the following feedback form. Thanks again for joining us today."



### After the Session

Send list of participant questions compiled during this session to [ProjectFirstline@cdc.gov](mailto:ProjectFirstline@cdc.gov).



# 20-Minute Session Plan

## 1. Session Start



### Slide 1: Opening Slide

Participants log in and get settled.

## 2. Agenda, Learning Objectives, and Introductions



5 minutes



### Slide 2: Agenda



### Facilitator Notes

- Welcome
- Housekeeping, either orally or via chat
  - ▶ If needed, additional notes specific to the platform you're using (e.g., how to "raise your hand," how to post questions)
- Overview of agenda
- If this session is part of an ongoing series, you may choose to say "welcome back," "thank you for joining us again," etc.



### Sample Script

"Welcome to Project Firstline. Thank you for joining us! Before we begin, a few housekeeping notes. We'll meet today for 20 minutes. Please keep your videos on, to the extent possible, and keep your microphone muted when you are not contributing to the discussion. It's great to see you all here today!

"Today, we'll focus on the importance of source control. We'll talk about what it is, why it matters, and how we use masks for source control. We'll also have an opportunity to reflect before we wrap up for the day."



### Slide 3: Learning Objectives



#### Facilitator Notes

Provide an overview of the session's Learning Objectives.



#### Sample Script

"Here is what we expect to learn today. After today, you'll be able to explain how source control keeps germs from spreading, and you'll understand why masks are such an important part of source control for COVID-19."



### Slide 4: Introductions



#### Facilitator Notes

- These questions will give you a better understanding of your participants' backgrounds, experience, and level of knowledge.
- Tailor your slide delivery for the virtual format and platform, and the number of participants:
  - ▶ You may wish to add role- or facility-specific questions to the introductions.
  - ▶ If you have a large group, you may decide to skip introductions and use the chat or poll feature for introductions.
  - ▶ If your group meets regularly, you may wish to skip or shorten the introductions, or use a different "icebreaker" approach.
- Be sure to introduce yourself, and anyone who is assisting you.



#### Sample Script

"Let's take a minute to get to know each other. Please share in a few seconds your name and your role at work."

### 3. Video and Discussion



10 minutes (video 4:17)



Slide 5: Definition



Facilitator Notes

- Either allow time for participants to read the definition themselves or read it aloud:  
“Use of well-fitting cloth masks, facemasks, or respirators to cover a person’s mouth and nose to prevent spread of respiratory secretions when they are breathing, talking, sneezing, or coughing.”
- **CDC source for the definition:** <https://www.cdc.gov/coronavirus/2019-ncov/hcp/infection-control-recommendations.html#source-control>
- You may choose to ask participants to answer, either verbally or in the chat, why they think that source control for COVID-19 focuses on masking.
- Establish:
  - ▶ Source control keeps germs from spreading by stopping them at their source.
  - ▶ For COVID-19, source control focuses on covering the nose and mouth with a mask to keep respiratory droplets out of the air.
  - ▶ A mask should fit well, without gaps at the edges, and cover your nose and mouth. This way, the mask blocks respiratory droplets that are released into the air when you breathe, talk, sing, cough, or sneeze.



Sample Script

“Source control is an important tool to keep germs from spreading. It stops germs at their source, before they can spread to other people.

“Let’s review this definition of source control from CDC. Go ahead and read the definition to yourself.”

*(Pause as participants read.)*

“This definition specifically refers to source control for respiratory viruses, like SARS-CoV-2. It focuses on covering the mouth and nose to keep respiratory droplets out of the air. **Does anyone have an idea why?**”

*(Pause for responses, either in chat or aloud.)*

“That’s right. Wearing a mask for source control blocks your respiratory droplets from being released into the air. A mask should fit well, without gaps at the edges, and cover your nose and mouth. This is important because people who are infected SARS-CoV-2, the virus that causes COVID-19, have virus in their respiratory droplets that can spread to other people and the environment.

“Now we’ll check in with the CDC’s Dr. Abby Carlson and then discuss together what we’ve learned.”



### Slide 6: Video: What is source control?



#### Facilitator Notes

- Access the video here:

**CDC Website:** <https://www.cdc.gov/infectioncontrol/projectfirstline/videos/Ep23-Source-LowRes-New.mp4>

- OR

**Project Firstline YouTube Playlist:** [https://www.youtube.com/watch?v=9C2wwGm\\_Su4&list=PLvvp9iOILTQZQGtDnSDGViKDdRtlc13VX&index=24](https://www.youtube.com/watch?v=9C2wwGm_Su4&list=PLvvp9iOILTQZQGtDnSDGViKDdRtlc13VX&index=24)



### Slide 7: Discussion: What did we learn about source control?



#### Facilitator Notes

- After the episode, ask the group to discuss what they learned about source control from this video and why source control is important for COVID-19.
- You may choose to ask participants to share their reactions orally, via chat, or both.



#### Sample Script

“Take a moment to review the notes you took during the video. **What did you learn about source control? Specifically, why is source control important for COVID-19 care? Would someone like to respond?**”

*(Pause to allow for responses. Encourage additional discussion.)*



## Slide 8: Source Control for COVID-19



### Facilitator Notes

- This slide has animations for the second column. When you advance to the slide, only the first column will appear.
- After you introduce the concept, ask participants to share, either by coming off mute or via chat, answers to the question, **“Why?”**
- After they provide responses, use the animation to reveal the answers.
- The [Content Outline for Episode 23](#) of the video series provides additional discussion points that you may wish to use.
- Depending upon your context and audience, you may wish to refer to CDC’s [Interim Infection Prevention and Control Recommendations for Healthcare Personnel During the Coronavirus Disease 2019 \(COVID-19\) Pandemic](#), which include the most recent recommendations for source control for healthcare workers who have been fully vaccinated against COVID-19.



### Sample Script

“Source control for COVID-19 is critical to preventing the spread of respiratory droplets. We cover our nose and mouth with a mask to keep the respiratory droplets that we breathe out, out of the air and away from other people. **Why does that matter?**”

*(Pause for responses.)*

“Yes! When we stop those respiratory droplets at the source, we keep the virus from spreading.”



## Slide 9: We Don’t Always Know Who’s Infected with SARS-CoV-2



### Facilitator Notes

- This slide has animations for the second column. When you advance to the slide, only the first column will appear.
- After you introduce the concept, ask participants to share, either by coming off mute or via chat, answers to the question, **“Why?”**

- After they provide responses, use the animation to reveal the answers.
- The [Content Outline for Episode 23](#) of the video series provides additional discussion points that you may wish to use.



### Sample Script

“Source control is especially important for COVID-19 because we don’t always know who is infected. **Why does that matter?**”

*(Pause for responses.)*

“That’s right. We don’t always know who’s infected, because people can be infected but not show any symptoms – that’s called being asymptomatic. It matters because the virus can still spread from someone who is infected, but who doesn’t feel sick.”



### Slide 10: How can masks stop germs at the source?



### Facilitator Notes

- Invite participants to return to their notes from the video, and to think specifically about what they learned about masking for source control.
- You may choose to ask participants to share their reactions orally, via chat, or both.



### Sample Script

“Now we’re going to focus on using masks for source control. Take a minute to review your notes from the video again. **What did you learn about the use of masks for source control? Why do we use masks, and how do they prevent the spread of disease?**”

*(Pause to allow for responses. Encourage additional discussion.)*



## Slide 11: Source Control Tips: Masks



### Facilitator Notes

- Emphasize that it is important for a mask used for source control to fit well.
  - ▶ You may wish to provide examples of masks that do not fit well, for comparison.
- From the CDC: “Facemasks that conform to the wearer’s face so that more air moves through the material of the facemask rather than through gaps at the edges can also reduce the wearer’s exposure to particles in the air.” ([Infection Control: Severe acute respiratory syndrome coronavirus 2 \(SARS-CoV-2\) | CDC](#))
- If asked about masking recommendations for healthcare workers who have been fully vaccinated against COVID-19, you may refer participants to CDC’s [Interim Infection Prevention and Control Recommendations for Healthcare Personnel During the Coronavirus Disease 2019 \(COVID-19\) Pandemic](#).



### Sample Script

“As we heard in the video, source control protects others. Wearing a mask that covers your mouth and nose can block your respiratory droplets from reaching others when you breathe, talk, sneeze, or cough.

“When it comes to wearing a mask, your mask should fit well, without gaps at the edges, and cover your mouth and nose. This makes it less likely that your respiratory droplets can reach people and things around you, as well as makes it a source of protection for you.”



## Slide 12: Source Control Tips: N95s



### Facilitator Notes

- Reinforce that N95 respirators not only protect the wearer from breathing in respiratory droplets, but many of them also serve as source control, blocking the wearer’s respiratory droplets.
- Depending on your audience, you may wish to refer to other episodes of *Inside Infection Control*, or to other elements in the Facilitator Toolkit, to add to the discussion of N95 respirators.
- If this session is part of a series and your group has discussed N95 respirators before or plans to in the future, you may wish to refer to that information.



### Sample Script

“Some of you may have cared for patients with COVID-19 and used an N95 respirator. Most N95s used in healthcare are also good for source control because they block your respiratory droplets from being breathed out into the air. So not only are you protected from virus that your patient is breathing out, if you’re infected, your patients and your colleagues are also protected from any virus that you’re breathing out.”

## 4. Reflection and Wrap-Up



5 minutes



Slide 13: Reflection



Facilitator Notes

Transition to wrap-up of session.



Sample Script

“Let’s use our last few minutes together to reflect on what we’ve learned and think about how we can put what we’ve learned into practice.”



Slide 14: Questions?



Facilitator Notes

- Invite additional, remaining questions.
  - ▶ You may choose to ask participants to respond orally, in the chat, or both.
- If the answers are information that is already included in this session, please respond.
- If the questions address content that is not covered in this session, please do not attempt to answer. Instead, take note of the questions and consult with CDC resources to follow up with answers after the session.



### Sample Script

“Thank you all for your time! Please take a moment to reflect on today’s session and share any remaining questions you have. **Does anyone have any questions still remaining?**”

*(Address questions as appropriate.)*

“Thank you for sharing those questions. Project Firstline is actively collecting your questions to help inform more training resources as they’re developed. I’ve written them down and I will get back to you with responses.”



### Slide 15: Key Takeaways



#### Facilitator Notes

- Review key takeaways.
- You may choose to revisit discussion points or questions that arose during the session.



### Sample Script

“I hope this training gave you some good information about source control, and why it’s so important. I’ve captured some key takeaways here, which you can review at your leisure after the session today.”



### Slide 16: Resources and Future Training Sessions



#### Facilitator Notes

- Share additional resources from Project Firstline and CDC.
- Explain how participants can reach you, by the means of your choosing, and how they can reach Project Firstline.
- If this session is part of a series, you may choose to describe the themes of upcoming sessions.



### Sample Script

“We covered a lot today, and there is still more to learn. You can keep exploring these topics on your own using the resources on this slide. You can also follow us on social media. I will stay on the line for a few minutes after our session ends and will be happy to discuss any other questions!”

*(If this session is part of a series) “Next time, we will cover [insert training topic].”*



### Slide 17: Feedback Form



### Facilitator Notes

Explain how to access the feedback form.



### Sample Script

“And, finally, please let us know how you enjoyed today’s session by completing the following feedback form. Thanks again for joining us today.”



### After the Session

Send list of participant questions compiled during this session to [ProjectFirstline@cdc.gov](mailto:ProjectFirstline@cdc.gov).



# 10-Minute Session Plan



## Slide 1: Opening Slide

Participants log in and get settled.



## Slide 2: Agenda



## Facilitator Notes

- Welcome
- Housekeeping, either orally or via chat
  - ▶ If needed, additional notes specific to the platform you're using (e.g., how to "raise your hand," how to post questions)
- Overview of agenda
- If this session is part of an ongoing series, you may choose to say "welcome back," "thank you for joining us again," etc.



## Sample Script

"Welcome to Project Firstline. Thank you for joining us! Before we begin, a few housekeeping notes. We'll meet today for 10 minutes. Please keep your videos on, to the extent possible, and keep your microphone muted when you are not contributing to the discussion. It's great to see you all here today!

"Today, we'll focus on the importance of source control. We'll talk about what it is, why it matters, and how we use masks for source control. We'll also have an opportunity to reflect before we wrap up for the day."



### Slide 3: Learning Objectives



#### Facilitator Notes

Provide an overview of the session's learning objectives.



#### Sample Script

"Here is what we expect to learn today. After today, you'll be able to explain how source control keeps germs from spreading, and you'll understand why masks are such an important part of source control for COVID-19."



### Slide 4: Definition



#### Facilitator Notes

- Either allow time for participants to read the definition themselves, or read it aloud:  
"Use of well-fitting cloth masks, facemasks, or respirators to cover a person's mouth and nose to prevent spread of respiratory secretions when they are breathing, talking, sneezing, or coughing."
- **CDC source for the definition:** <https://www.cdc.gov/coronavirus/2019-ncov/hcp/infection-control-recommendations.html#source-control>
- You may choose to ask participants to answer, either verbally or in the chat, why they think that source control for COVID-19 focuses on masking.
- Establish:
  - ▶ Source control keeps germs from spreading by stopping them at their source.
  - ▶ For COVID-19, source control focuses on covering the nose and mouth with a mask to keep respiratory droplets out of the air.
  - ▶ A mask should fit well, without gaps at the edges, and cover your nose and mouth. This way, the mask blocks respiratory droplets that are released into the air when you breathe, talk, sing, cough, or sneeze.



### Sample Script

“Source control is an important tool to keep germs from spreading. It stops germs at their source, before they can spread to other people.

“Let’s review this definition of source control from CDC. Go ahead and read the definition to yourself.”

*(Pause as participants read.)*

“This definition specifically refers to source control for respiratory viruses, like SARS-CoV-2. It focuses on covering the mouth and nose to keep respiratory droplets out of the air. **Does anyone have an idea why?**”

*(Pause for responses, either in chat or aloud.)*

“That’s right. Wearing a mask for source control blocks your respiratory droplets from being released into the air. A mask should fit well, without gaps at the edges, and cover your nose and mouth. This is important because people who are infected with SARS-CoV-2, the virus that causes COVID-19, have virus in their respiratory droplets that can spread to other people and the environment.



### Slide 5: Respiratory Droplets



### Facilitator Notes

- Show graphics of person sneezing, and person who can see their breath because it’s cold outside.
- You may choose to share Episode 4 of *Inside Infection Control: What is a Respiratory Droplet? Why Does it Matter?* as a supplemental activity. You may use the [Content Outline from Episode 4](#) to support any discussion.
- This slide has animations. When you advance to the slide, only the picture of the person sneezing will appear. When you are ready, use the animation to advance the slide to show the graphic of the person who is cold and can see their breath.



## Sample Script

“You may recognize this photo. It reminds us why we care about blocking our respiratory droplets!”

*(Advance slide to next graphic.)*

“You may recognize this picture, too. Our breath isn’t just air, it has a lot of water in it. That’s our respiratory droplets, and they come out every time we talk, sing, cough, breathe, or otherwise blow air out of our nose or mouth. Most of the time, they’re so small we can’t even see them – but they’re there! When someone is infected with SARS-CoV-2, the droplets that they breathe out have virus particles in them. People who are close by can breathe the droplets in, or the droplets can land on their eyes, nose, or mouth, and they can get sick. Respiratory droplets can also fall on objects and surfaces and be picked up on someone’s hands and spread.

“Wearing a mask can block respiratory droplets at the source and prevent the spread of virus.

“Source control is especially important for COVID-19 because we don’t always know who is infected, because people can be infected but not show any symptoms – that’s called being asymptomatic. It matters because the virus can still spread from someone who is infected, but who doesn’t feel sick.”



## Slide 6: Source Control Tips: Masks



### Facilitator Notes

- Slides 6 and 7 summarize content from Episode 23 of *Inside Infection Control: What is Source Control?* For time reasons, the video is not shown during the 10-minute session.
  - ▶ You may wish to refer to the [Content Outline for Episode 23](#) for additional discussion points.
  - ▶ You may wish to share the link to the video as a supplemental activity: <https://www.cdc.gov/infectioncontrol/projectfirstline/videos/Ep23-Source-LowRes-New.mp4> OR <https://www.youtube.com/watch?v=9C2wwGmSu4&list=PLvrp9iOILTQZQGtDnSDGViKDdRtlc13VX&index=24>
- Emphasize that it is important for a mask used for source control to fit well.
  - ▶ You may wish to provide examples of masks that do not fit well, for comparison.

- From the CDC: “Facemasks that conform to the wearer’s face so that more air moves through the material of the facemask rather than through gaps at the edges can also reduce the wearer’s exposure to particles in the air.” ([Infection Control: Severe acute respiratory syndrome coronavirus 2 \(SARS-CoV-2\) | CDC](#))
- If asked about masking recommendations for healthcare workers who have been fully vaccinated against COVID-19, you may refer participants to CDC’s [Interim Infection Prevention and Control Recommendations for Healthcare Personnel During the Coronavirus Disease 2019 \(COVID-19\) Pandemic](#).



### Sample Script

“Wearing a mask that covers your mouth and nose can block your respiratory droplets from reaching others when you breathe, talk, sneeze, or cough.

“When it comes to wearing a mask, your mask should fit well, without gaps at the edges, and cover your mouth and nose. This makes it less likely that your respiratory droplets can reach people and things around you, as well as makes it a source of protection for you.”



### Slide 7: Source Control Tips: N95s



### Facilitator Notes

- Reinforce that N95 respirators not only protect the wearer from breathing in respiratory droplets, but many of them also serve as source control, blocking the wearer’s respiratory droplets.
- Depending on your audience, you may wish to refer to other episodes of *Inside Infection Control*, or to other elements in the Facilitator Toolkit, to add to the discussion of N95 respirators.
- If this session is part of a series and your group has discussed N95 respirators before or plans to in the future, you may wish to refer to that information.



### Sample Script

“Some of you may have cared for patients with COVID-19 and used an N95 respirator. Most N95s used in healthcare are also good for source control because they block your respiratory droplets from being breathed out into the air. So not only are you protected from virus that your patient is breathing out, if you’re infected, your patients and your colleagues are also protected from any virus that you’re breathing out.”



### Slide 8: Reflection



#### Facilitator Notes

Transition to wrap-up of session.



#### Sample Script

“Let’s use our last few minutes together to reflect on what we’ve learned and think about how we can put what we’ve learned into practice.”



### Slide 9: Questions?



#### Facilitator Notes

- Invite additional, remaining questions.
  - ▶ You may choose to ask participants to respond orally, in the chat, or both.
- If the answers are information that is already included in this session, please respond.
- If the questions address content that is not covered in this session, please do not attempt to answer. Instead, take note of the questions and consult with CDC resources to follow up with answers after the session.



#### Sample Script

“Thank you all for your time! Please take a moment to reflect on today’s session and share any remaining questions you have. **Does anyone have any questions still remaining?**”

*(Address questions as appropriate.)*

“Thank you for sharing those questions. Project Firstline is actively collecting your questions to help inform more training resources as they’re developed. I’ve written them down and I will get back to you with responses.”



### Slide 10: Key Takeaways



#### Facilitator Notes

- Review key takeaways.
- You may choose to revisit discussion points or questions that arose during the session.



#### Sample Script

"I hope this training gave you some good information about source control, and why it's so important. I've captured some key takeaways here, which you can review at your leisure after the session today."



### Slide 11: Resources and Future Training Sessions



#### Facilitator Notes

- Share additional resources from Project Firstline and CDC.
- Explain how participants can reach you, by the means of your choosing, and how they can reach Project Firstline.
- If this session is part of a series, you may choose to describe the themes of upcoming sessions.



#### Sample Script

"We covered a lot today, and there is still more to learn. You can keep exploring these topics on your own using the resources on this slide. You can also follow us on social media. I will stay on the line for a few minutes after our session ends and will be happy to discuss any other questions!"

*(If this session is part of a series) "Next time, we will cover [insert training topic]."*



### **Slide 12: Feedback Form**



### **Facilitator Notes**

Explain how to access the feedback form.



### **Sample Script**

“And, finally, please let us know how you enjoyed today’s session by completing the following feedback form. Thanks again for joining us today.”



### **After the Session**

Send list of participant questions compiled during this session to [ProjectFirstline@cdc.gov](mailto:ProjectFirstline@cdc.gov).

# Appendix: Content Outlines



## Episode 4 Title: *What's a Respiratory Droplet? Why Does It Matter?*

**Content summary:** Source control keeps germs from spreading by stopping them at their source. For COVID-19, source control focuses on masking to keep respiratory droplets out of the air, which is important because people can be infected with SARS-CoV-2 and not know it and spread the virus to others.

**Topic:** Source Control (Hierarchy of Controls)

### Learning Objectives

After viewing this video, learners will be able to:

- Describe one (1) characteristic of respiratory droplets.
- Understand one (1) primary way that SARS-CoV-2 moves between people.
- Explain one (1) reason why infection control actions focus on keeping respiratory droplets out of the air and away from other people.

### Key Educational Takeaways

- Our breath contains a lot of water that you can't usually see.
  - ▶ When we see our breath in cold air or see our glasses fog up when we're wearing a mask, what we're seeing is all the water in our breath.
  - ▶ Those are our respiratory droplets.
- The main way that SARS-CoV-2, the virus that causes the disease COVID-19, travels between people is through respiratory droplets.
  - ▶ When someone is infected with SARS-CoV-2, the droplets that they breathe out have virus particles in them.
  - ▶ People who are close by can breathe the droplets in, or the droplets can land on their eyes, and they can get infected.

### Content Outline

- Different viruses spread from person to person in different ways.
- The main way that SARS-CoV-2, the virus that causes the disease COVID-19, travels between people is through respiratory droplets.
- These droplets aren't large, like you would see from a splash in a sink. They're very tiny.
- The droplets have different sizes, but most of them are so small that we can't see them most of the time.

- We usually can't see the water in our breath, but when we do things like breathe on a mirror and fog it up, we're seeing our respiratory droplets.
- We're also seeing our respiratory droplets when we're outside in cold weather and can see our breath, or when our eyeglasses fog up when we're wearing a mask.
- Every time we let breath out of our nose or mouth, we're letting out respiratory droplets—when we're talking, singing, coughing, or even just breathing normally.
- The droplets not only have different sizes, they also travel in the air for different distances.
- The droplets are small and light enough that they can reach other people who are close by.
- When someone is infected with SARS-CoV-2, the droplets that they breathe out have virus particles in them.
- If people who are close by aren't wearing masks or aren't behind a barrier, then they can breathe the droplets in, or the droplets can land on their eyes.
- When droplets carrying virus get into someone's nose, mouth, or eyes, or travels to their lungs, the virus lands on cells.
- Like many other respiratory viruses, SARS-CoV-2 is able to get into a lot of cells in the nose, throat, eyes, and lungs. The virus can then hijack those cells and make the person sick with COVID-19.
- Since respiratory droplets are the main way that SARS-CoV-2 moves between people, many of the infection control actions we need to take in healthcare are things to keep people, including our patients, our coworkers, and ourselves, from breathing in each other's respiratory droplets.



## Episode 23 Title: *What is Source Control?*

**Content summary:** Source control keeps germs from spreading by stopping them at their source. For COVID-19, source control focuses on masking to keep respiratory droplets out of the air, which is important because people can be infected with SARS-CoV-2 and not know it and spread the virus to others.

**Topic:** Source Control (Hierarchy of Controls)

### Learning Objectives

After viewing this video, learners will be able to:

- Explain how source control keeps germs from spreading.
  - ▶ Source control blocks, or stops, germs at their source, before they can spread to other people.
- Discuss one (1) reason why source control for COVID-19 focuses on masking.
  - ▶ For COVID-19, source control focuses on masking to keep respiratory droplets out of the air because the main way that SARS-CoV-2, the virus that causes COVID-19, gets from person to person is by respiratory droplets.

### Key Educational Takeaways

- Source control is an important action to keep germs from spreading. It stops germs at their source, before they can spread to other people.
- Source control is important for many diseases, but for COVID-19, source control focuses on masking to keep respiratory droplets out of the air. This focus is because the main way that SARS-CoV-2, the virus that causes COVID-19, gets from person to person is by respiratory droplets.
- A mask that fits snugly around your cheeks and chin, and covers your nose and mouth, blocks respiratory droplets that travel into the air when you breathe. If you're infected, your droplets have virus in them, and wearing a mask means that they are less likely to reach people around you and then infect them.
- Most N95 respirators used in healthcare not only protect you from virus that a patient may be breathing out, but they also work as source control and protect others by blocking your respiratory droplets from travelling into the air when you breathe.
- Source control is important for COVID-19 because people who are infected with SARS-CoV-2 can be asymptomatic. That means they can have the virus, but they may not show it yet and are not aware that they can spread the virus to others.
  - ▶ This spreading of infection by people who don't have symptoms is one of the biggest reasons for wearing a mask that fits well in the healthcare setting, and also in the community.

## Content Outline

- Source control is an important action to keep germs from spreading in healthcare.
- It starts, like the name, at the source: source control stops germs at their source, before they can spread to other people.
- Source control is an important tool to reduce the spread of COVID-19 and other diseases that travel in respiratory droplets, but it's also important for other diseases, such as shingles.
  - ▶ Covering the spot of a shingles rash keeps virus from getting from the rash into the air or into environment, where it can then spread and infect other people.
  - ▶ That's why source control for shingles is covering the rash, the source of the germs.
- For COVID-19, source control focuses on masking to cover your nose and mouth, keeping your respiratory droplets out of the air.
  - ▶ This focus on masking is because respiratory droplets are the main way that SARS-CoV-2, the virus that causes COVID-19, gets from person to person.
- A mask that fits snugly around your cheeks and chin, and covers your nose and mouth, blocks the respiratory droplets that are traveling into the air when you breathe.
  - ▶ If you're infected, those droplets have virus in them.
  - ▶ When you wear a mask that fits snugly, those droplets are then much less likely to reach people around you, and then infect them.
- If you're caring for a patient with COVID-19 and you're using an N95 respirator and not a mask, most N95s used in healthcare are also good for source control because they block your respiratory droplets from being breathed out into the air.
  - ▶ So not only are you protected from virus that your patient is breathing out, but if you're infected, your patients and your colleagues are also protected from any virus that you're breathing out.
- Source control is important for COVID-19 because we don't always know who's infected.
  - ▶ Other source control methods, like in the shingles example, depend on knowing that the patient is infected and knowing what to do, such as covering a shingles rash that you can see.
  - ▶ COVID-19 is different because people who are infected can be asymptomatic, which means they can have the virus, but they may not show it yet, and not be aware that they can spread the virus to others.
  - ▶ This spreading of infection by people who don't have symptoms is one of the biggest reasons for wearing a mask that fits well in the healthcare setting and also in the community.



**For more information please contact**

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