



**PROJECT
FIRSTLINE**

CDC's National Training Collaborative
for Healthcare Infection Prevention & Control

Facilitator Toolkit **Session Plans**

Topic Four: How Viruses Spread from Surfaces to People

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Overview of Sessions

The following Session Plans for **Topic Four: How Viruses Spread from Surfaces to People** 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 short amount of time.

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

Session Materials

- Three different Session Plans: 60 minutes, 20 minutes, or 10 minutes
- Corresponding PowerPoint slide deck: 60 minutes, 20 minutes, or 10 minutes
- Links to Project Firstline videos: *Inside Infection Control* by CDC’s Project Firstline

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. 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 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 a minimum:

- Specific learning objectives
- The 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 Four: How Viruses Spread from Surfaces to People

Content summary: How can the virus be transmitted on surfaces?

Inside Infection Control Video: *How Do Viruses Spread from Surfaces to People?*

Learning Objectives

By the end of this episode, participants will be able to:

- Describe two (2) ways viruses can spread from surfaces to people
- Explain one (1) reason why good hand hygiene and environmental cleaning are important to keep germs from spreading in healthcare

Key Educational Takeaways

- Although COVID-19 is mainly spread through respiratory droplets, another way you can get sick is if you touch something that has live virus on it and then touch your face without cleaning your hands first.
- Virus can get on surfaces when respiratory droplets land on those surfaces.
- Virus can also get on surfaces when body fluids from an infected person—like spit and snot—get onto things nearby.

Content Outline

- We get sick with COVID-19 when the virus SARS-CoV-2 gets to our nose, mouth, or eyes, mainly by breathing it in, or when respiratory droplets from someone who's infected with the virus get on our eyes.
- The virus can also be carried to our mouth, nose, and eyes if we touch something that has live virus on it, and then you touch our face without cleaning our hands first.
- Respiratory droplets are all very small, but they are different sizes.
- When they're breathed out, some of the droplets will be carried away by the air and travel wherever the air currents are flowing.
- Many of those droplets are big enough—still tiny, but big enough—that they won't travel very far in the air, but will instead start falling downwards.
- When the droplets fall, they don't just fall on the ground. Some of them will fall things that are nearby, like patient beds, tables, waiting room chairs, desks, our clothes, and more.
- Once the droplets land on something, the virus in them can survive for a little while—it's not long for most surfaces, but it's enough for someone to touch the surface and get the virus onto their hands.
- From the hands, the virus can get into the body if you touch your face without cleaning your hands first, and it happens a lot.

- Virus can also get onto surfaces when an infected person touches their eyes, nose, or mouth and gets virus on their hands, and then touches another surface. This leaves virus on that surface that someone else can pick up on their hands and transfer to their face.
- In healthcare, body fluids—including spit and snot—can get onto things near a patient. If anyone touches those surfaces and doesn't clean their hands, they can spread virus around that way, to themselves, to other surfaces, and to other people.
- Understanding how viruses spread on surfaces helps show the importance of good hand hygiene and good cleaning of the environment for infection control, so viruses and other germs don't spread.

Sessions at a Glance

Topic Four: How Viruses Spread from Surfaces to People

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

Participants log in and get settled.

2. Agenda and Learning Objectives



5 Minutes



Slides 2 and 3: Agenda and Learning Objectives



Facilitator Notes:

- Spend five minutes welcoming everyone, reviewing housekeeping items, and building rapport with your group.
- Provide the following housekeeping information either orally or via chat:
 - ▶ We'll meet today for one hour.
 - ▶ Please keep your videos on, to the extent possible, so that we can see each other as we engage in this important conversation.
 - ▶ You may use your mute/unmute button at any time to contribute to the discussion, but when you're not speaking, please keep your microphone muted.
 - ▶ Great to see you all here today!



Sample Script

"Welcome back to Project Firstline. 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!"

3. Recap of Last Session



5 minutes



Slide 4: Thinking back to last session



Facilitator Notes:

- Remind participants that the last session focused on what respiratory droplets are, and how they spread COVID-19.
- Spend a few minutes recalling key messages and gaining insights from participants about the action steps they have taken since our last session.
- You may wish to pose questions such as:
 - ▶ Would anyone like to share key messages or ideas from our last session that stand out in your memory?
 - ▶ Who was able to share things that they learned with others about the importance of keeping people from breathing in each other's respiratory droplets?
 - ▶ Did you find yourself more aware of others?
 - ▶ Did you find it easier to protect yourself regularly?
- Using a tool like webinar chat or polling, or simply by calling on volunteers, ask participants to share their thoughts.
 - ▶ You don't need answers from everyone.
 - ▶ Wait for and affirm participant responses.



Sample Script

"Last time, we focused on the important concept of respiratory droplets, and how they spread COVID-19. **Would anyone like to share key messages or ideas from the last session that stand out in your memory?**

[Pause for a minute, allowing time for responses]

"Great, thank you for those responses. Today, we will focus on another way that germs can spread: from surfaces to people."

4. How Do Viruses Spread from Surfaces to People?



5 minutes



Slide 5: Definitions



Facilitator Notes:

- Ask audience for their ideas and definitions of “contact” and “fomite” transmission.
 - ▶ Contact transmission is infection spread through direct contact with an infectious person (e.g., touching during a handshake or taking a pulse) or with an article or surface that has infectious material on it.
 - ▶ Fomite transmission is infection spread through direct contact with an article or surface (e.g., from a stethoscope) that has become contaminated with infectious material.
- Fomite: nonliving object contaminated with microorganisms that can spread the microorganisms to other persons.
- Wait for answers before revealing the answers on the slide.
- Affirm response and provide correction, as needed.



Sample Script

“Does anyone already know what these concepts are? Would anyone like to explain in your own words what ‘fomite transmission’ means? Or ‘contact transmission’?”

5. Video



5 minutes



Slide 6



Video: *Inside Infection Control* by CDC’s Project Firstline



Facilitator Notes:

Play video [How Do Viruses Spread from Surfaces to People?](#) (4:39 min)



Sample Script

“Although COVID-19 is mainly spread through respiratory droplets, it’s important to understand other ways that the disease can spread. Let’s check in with Dr. Carlson for more information.”

6. Discussion



10 minutes



Slide 7: Key Messages



Facilitator Notes:

- Ask audience to share key messages from the video.
- After allowing participants to reply, add to discussion as needed, referring to the key messages listed on the slide.



Sample Script

“In a few sentences, would anyone like to share some key messages from this video? Or to put it another way, how would you explain this concept to others?”



Slide 8: What’s the hardest part?



Facilitator Notes:

- Ask audience to identify and explain challenging aspects of keeping germs from spreading from surfaces to people, or to other surfaces.
- Wait for responses. Possible responses may include:
 - ▶ “Trying not to touch my face”
 - ▶ “I have allergies and it’s hard not to rub my eyes”
 - ▶ “Breaking old habits”
 - ▶ “Assuming objects in healthcare environments have been cleaned by others”
 - ▶ “Not considering certain items as hazards/not thinking about certain items as dirty”
 - ▶ “I assumed gloves were protecting me”
 - ▶ “So many touchable objects out there”
 - ▶ “I don’t want to become an extreme germophobe”
- Thank participants for their responses.



Sample Script

“So now let’s think about this further. We know that germs on surfaces can spread and cause disease. **What is the hardest part about protecting ourselves against this kind of disease spread?**”

[After answers]

“Thank you for your responses! **There are a lot of factors at play, aren’t there?**”



Slide 9: Surfaces and viruses in the workplace



Facilitator Notes:

- Ask the audience to reflect on their specific work environments, and their daily routines.
- Ask the audience to write down as many things as they can, in two minutes, in their work environment that could have virus on them.
- Set a timekeeper for two minutes.
- When the timekeeper chimes, invite audience to stop writing and rejoin the group.



Sample Script

“Let’s think for a moment about our work environments. I’d like you to close your eyes and really imagine yourself there. Think about all the routines and environments in your daily work. Thinking about this, I’d like you to spend a moment writing down as many items and surfaces in that work environment that could have virus on them. Get out your participant booklet and take a moment to generate a list.

[Pause for 2 minutes, allowing people to write. When timekeeper chimes]

“All right, that’s time!”



Slide 10: Strategies



Facilitator Notes:

- Ask audience to think of possible strategies that are in place, or could be in place, that they could use to remember to keep germs from spreading from surfaces.
- Set a timekeeper for two minutes.
- When the timekeeper chimes, invite audience to stop writing and rejoin the group.



Sample Script

“Now before we use the lists you just made, I’d like you to create another list. **What are some possible strategies we could use to help ourselves remember to keep germs from spreading from surfaces to other people, other surfaces, or ourselves?** Looking at this slide, jot down for yourself as many answers as you can think of for what your facility does, and what you can do. I’ll give you a moment to make your lists.

[Pause for 2 minutes, allowing people to write. When timekeeper chimes]

“All right, that’s time!”

7. Small Group Break-Out



10 minutes



Slide 11: Small group break-out



Facilitator Notes:

- As in prior sessions, use breakout rooms appropriate to your platform to divide participants into two large groups.
- Make sure each group understands that their goal is to compile a single list for the group in each of two categories:
 - ▶ One list of potential opportunities for germs to spread from surfaces.
 - ▶ One list of possible strategies for protecting themselves and preventing germs from spreading from surfaces.
- Invite groups to think creatively, but realistically, about their workplace environments.
 - ▶ The longer the lists, the better.
- Ask each group to identify a spokesperson who will be willing to share the lists when we regroup.
- Invite groups to “raise their hands” if they have questions during this group time or would like you to visit the group.



Sample Script

“Now that you’ve had a chance to make some lists for yourself, we’re going to combine forces. I’d like us to break into groups and in your group, share your answers and make a single group list. Each group should have two lists: one list of potential opportunities for germs to spread from surfaces at work, and one list of possible strategies for protecting yourselves and keeping germs from spreading this way. One person in each group, please volunteer to be the ‘spokesperson’ who will share the lists when we all come back together. You will have 10 minutes.”

8. Regroup and Discuss



15 minutes



Slide 12: Group Challenge



Facilitator Notes:

- Invite the groups to share their lists in a fun challenge:
 - ▶ Invite the two spokespeople to go back and forth, reading off their lists.
 - ▶ Praise correct answers and invite team members to encourage their spokespeople with the “applause” emoji or messages in chat.
 - ▶ At the end, have each group tally up points, with one point for each item on the list, removing duplicate answers from the total.
 - ▶ Announce the winner of round one.
 - ▶ Move on to round two/list two, strategies for protecting ourselves.
 - ▶ In a similar manner, tally up responses and announce the winner of round two.
- Applaud all for a job well done and congratulate audience on their creativity and sportsmanship.



Sample Script

“I hope both groups had an opportunity to make strong lists because it’s competition time. First, the challenge: germs can spread from surfaces at work. Spokespeople for both groups, please go off mute. Once we begin, we’ll go back and forth between groups reading off your answers one by one. If the other group also has that answer on its list, you must cross it out. If they don’t, you get a point for that answer. If you feel a group’s answer is unrealistic, you may challenge an answer. I will serve as moderator. Now let’s get started.

Round one/list one: risks for germs to spread from surfaces at work!”

9. Wrap-Up



5 minutes



Slides 13: Reflection



Facilitator Notes:

Give 60 seconds for concentrated personal reflection and identification of personal goals and action steps.



Sample Script

“Please take 60 seconds to reflect and identify some personal goals and action steps that you would like to work on to keep germs from spreading from surfaces to other people, other surfaces, or to you.”



Slide 14: Key Messages



Facilitator Notes:

- Reinforce Key Messages.
 - ▶ Be ready to add to the list, as needed.



Sample Script

“I hope you enjoyed today’s conversation. I’ve captured some key messages here, which you can review at your leisure after the session today.”



Slide 15: Resources and future training sessions



Facilitator Notes:

- Preview the next session.
- Add details to this slide for participants about the next training session (date, time, location/URL).



Sample Script

“Next time, we will review how COVID-19 spreads.

“In the meantime, you can keep exploring these topics on your own, using the resources on this slide. You can also follow us on social media.”



Slide 16: Feedback form



Facilitator Notes:

- Collect feedback.
- Digitally distribute feedback form through a means of your choosing (online survey, fillable form to return to you, etc.).
- Tell participants that you are available to answer questions or discuss further as needed.
 - ▶ Share with them the best way to connect with you (e.g., stay after the session ends, or call or email you?).



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.



20-Minute Session Plan

1. Session Start and Agenda



Slide 1: Opening slide



Slides 2 and 3: Agenda and Learning Objectives



Facilitator Notes:

- Welcome
- Reminder of last session topics
- Overview of this session's goals and topics



Sample Script

“Welcome back to Project Firstline. Last time, we focused on the important concept of respiratory droplets, and how they spread COVID-19. Today, we will focus on another way that germs can spread: from surfaces to people.”

2. How Do Viruses Spread from Surfaces to People?



Slide 4: Definitions



Facilitator Notes:

- Ask audience for their ideas and definitions of “contact” and “fomite” transmission.
 - ▶ Contact transmission is infection spread through direct contact with an infectious person (e.g., touching during a handshake or taking a pulse) or with an article or surface that has infectious material on it.
 - ▶ Fomite transmission is infection spread through direct contact with an article or surface (e.g., from a stethoscope) that has become contaminated with infectious material.

Fomite: nonliving object contaminated with microorganisms that can spread the microorganisms to other persons.

- Wait for answers before revealing the answers on the slide.
- Affirm response and provide correction, as needed.



Sample Script

“First let’s talk about vocabulary. **What’s a fomite? Would anyone like to explain in your own words what ‘fomite transmission’ means? Or ‘contact transmission’?**”

3. Video



Slide 5



Video: *Inside Infection Control* by CDC’s Project Firstline



Facilitator Notes:

Play video [How Do Viruses Spread from Surfaces to People?](#) (4:39 min)



Sample Script

“Although COVID-19 is mainly spread through respiratory droplets, it’s important to understand other ways that the di sease can spread. Let’s check in with Dr. Carlson for more information.”



Slide 6: Key Messages



Facilitator Notes:

- Ask audience to share key messages from the video.
- After allowing participants to reply, add to discussion as needed, referring to the key messages listed on the slide.



Sample Script

“**In a few sentences, would anyone like to share some key messages from this video? Or to put it another way, how would you explain this concept to others?**”

4. Strategies



Slide 7: What's the hardest part?



Facilitator Notes:

- Ask audience to identify and explain challenging aspects of keeping germs from spreading from surfaces to people, or to other surfaces.
- Wait for responses. Possible responses may include:
 - ▶ “Trying not to touch my face”
 - ▶ “I have allergies and it’s hard to not rub my eyes”
 - ▶ “Breaking old habits”
 - ▶ “Assuming objects in healthcare environments have been cleaned by others”
 - ▶ “Not considering certain items as hazards/not thinking about certain items as dirty”
 - ▶ “I assumed gloves were protecting me”
 - ▶ “So many touchable objects out there”
 - ▶ “I don’t want to become an extreme germophobe”
- Thank participants for their responses.



Sample Script

“So now let’s think about this further. We know that germs on surfaces can spread and cause disease. **What is the hardest part about protecting ourselves against this kind of disease spread?**”

[After answers]

“Thank you for your responses! **There are a lot of factors at play, aren’t there?**”



Slide 8: Strategies



Facilitator Notes:

- Ask the audience to reflect on their specific work environments, and their daily routines.
- Ask audience to think of possible strategies that are in place, or could be in place, that they could use to remember to keep germs from spreading from surfaces.
- Encourage audience to respond in the chat, or off mute.
- After participants have had a chance to contribute, you may wish to offer ideas also.
 - ▶ For example, working with a buddy and agreeing to watch each other for correct actions is a great way to reinforce positive behaviors and break bad habits.



Sample Script

“Let’s think for a moment about our work environments. I’d like you to close your eyes and really imagine yourself there. Think about all the routines and environments in your daily work. Thinking about this, I’d like you to spend a moment thinking about strategies that are in place, or that could be in place, to help us all keep germs from spreading from surfaces? **What are some possible strategies we could use to help us remember to protect ourselves against this kind of disease spread?** Think about what your facility does, and what you can do.

[Pause to allow participants to reflect]

Would anyone like to share a creative strategy that you identified? How can we support each other in keeping germs from spreading from surfaces?”

5. Wrap-Up



Slide 9: Key Messages



Facilitator Notes:

- Reinforce Key Messages.
 - ▶ Be ready to add to the list, as needed.



Sample Script

“I hope you enjoyed today’s conversation. I’ve captured some key messages here, which you can review at your leisure after the session today.”



Slide 10: Resources and future training sessions



Facilitator Notes:

- Preview the next session.
- Add details to this slide for participants about the next training session (date, time, location/URL).



Sample Script

“Next time, we will review how COVID-19 spreads.

“In the meantime, you can keep exploring these topics on your own, using the resources on this slide. You can also follow us on social media.”



Slide 11: Feedback form



Facilitator Notes:

- Collect feedback.
- Digitally distribute feedback form through a means of your choosing (online survey, fillable form to return to you, etc.).
- Tell participants that you are available to answer questions or discuss further as needed.
 - ▶ Share with them the best way to connect with you (e.g., stay after the session ends, or call or email you?).



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.



10-Minute Session Plan

1. Session Start and Agenda



Slide 1: Opening slide



Slides 2 and 3: Agenda and Learning Objectives



Facilitator Notes:

- Welcome
- Reminder of last session topics
- Overview of this session's goals and topics



Sample Script

“Welcome back to Project Firstline. Last time, we focused on the important concept of respiratory droplets, and how they spread COVID-19. Today, we will focus on another way that germs can spread: from surfaces to people.”

2. How Do Viruses Spread from Surfaces to People?



Slide 4: Definitions



Facilitator Notes:

- Ask audience for their ideas and definitions of “contact” and “fomite” transmission.
 - ▶ Contact transmission is infection spread through direct contact with an infectious person (e.g., touching during a handshake or taking a pulse) or with an article or surface that has infectious material on it.
 - ▶ Fomite transmission is infection spread through direct contact with an article or surface (e.g., from a stethoscope) that has become contaminated with infectious material.

Fomite: nonliving object contaminated with microorganisms that can spread the microorganisms to other persons.

- Wait for answers before revealing the answers on the slide.
- Affirm response and provide correction, as needed.



Sample Script

“First let’s talk about vocabulary. **What’s a fomite? Would anyone like to explain in your own words what ‘fomite transmission’ means? Or ‘contact transmission’?**”

3. Video



Slide 5



Video: *Inside Infection Control* by CDC’s Project Firstline



Facilitator Notes:

Play video [How Do Viruses Spread from Surfaces to People?](#) (4:39 min)



Sample Script

“Although COVID-19 is mainly spread through respiratory droplets, it’s important to understand other ways that the disease can spread. Let’s check in with Dr. Carlson for more information.”

4. Reflection



Slide 6: Reflection



Facilitator Notes:

- Ask the audience to reflect on their specific work environments, and their daily routines.
- Ask audience to think of possible strategies that are in place, or could be in place, that they could use to remember to keep germs from spreading from surfaces.
- Encourage audience to respond in the chat.
- After participants have had a chance to contribute, you may wish to offer ideas also.
 - ▶ For example, working with a buddy and agreeing to watch each other for correct actions is a great way to reinforce positive behaviors and break bad habits.



Sample Script

“It’s not always easy to protect ourselves against germs that spread from surfaces. Sometimes we have to break old habits or change the way we think about our work environments. Let’s think for a moment about this environment. I’d like you to close your eyes and really imagine yourself there. Think about all the routines and environments in your daily work. Thinking about this, I’d like you to spend a moment thinking about strategies that are in place, or that could be in place, to help us all keep germs from spreading from surfaces? **What are some possible strategies we could use to help us remember to protect ourselves against this kind of disease spread?** Think about what your facility does, and what you can do.

[Pause to allow participants to reflect]

“If you have a creative strategy to share, or something that really works well for you, please share it in the chat.”

5. Wrap-Up



Slide 7: Key Messages



Facilitator Notes:

- Reinforce Key Messages.
 - ▶ Be ready to add to the list, as needed.



Sample Script

“I hope you enjoyed today’s conversation. I’ve captured some key messages here, which you can review at your leisure after the session today.”



Slide 8: Resources and future training sessions



Facilitator Notes:

- Preview the next session.
- Add details to this slide for participants about the next training session (date, time, location/URL).



Sample Script

“Next time, we will review how COVID-19 spreads.

“In the meantime, you can keep exploring these topics on your own, using the resources on this slide. You can also follow us on social media.”



Slide 9: Feedback form



Facilitator Notes:

- Collect feedback.
- Digitally distribute feedback form through a means of your choosing (online survey, fillable form to return to you, etc.).
- Tell participants that you are available to answer questions or discuss further as needed.
 - ▶ Share with them the best way to connect with you (e.g., stay after the session ends, or call or email you?).



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.



For more information please contact
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Web: www.cdc.gov/projectfirstline