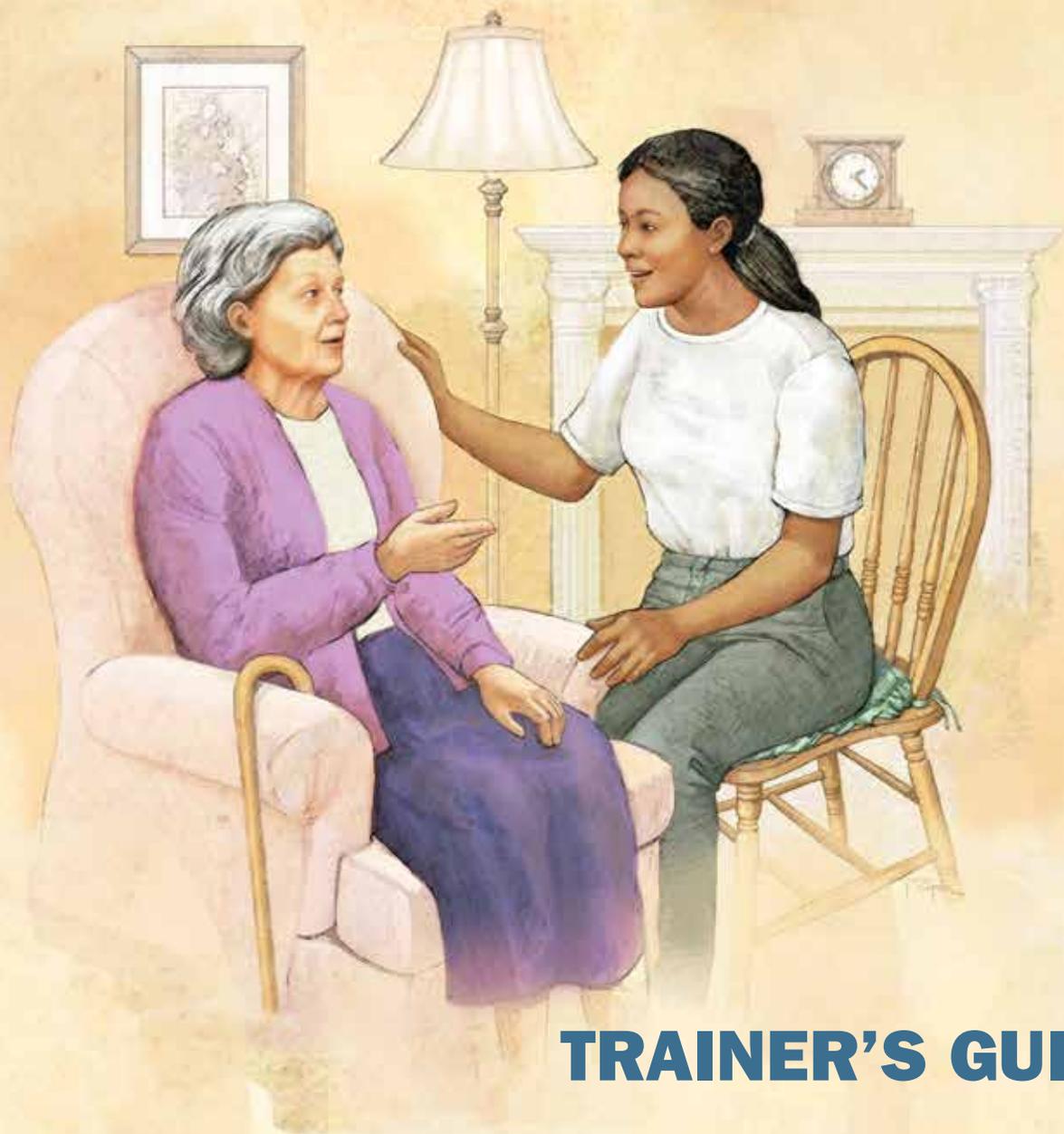


Caring for Yourself While Caring for Others

Module 4: Tips for Reducing Exposure to Bloodborne and Other Infectious Diseases



TRAINER'S GUIDE

Practical Tips for Homecare Workers

STAY SAFE AT WORK

DEPARTMENT OF HEALTH AND HUMAN SERVICES
Centers for Disease Control and Prevention
National Institute for Occupational Safety and Health



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NIOSH

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November 2014

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Module 4: Tips for Reducing Exposure to Bloodborne and Other Infectious Diseases

Learning Objectives:

By the end of this training, participants will be able to do the following:

- Identify the key standard precaution steps.
- Outline the pathways through which homecare workers are exposed to risks from bloodborne and other infectious diseases.
- Describe strategies and tools to reduce risks.
- Follow positive problem-solving steps with clients.

Workshop at a Glance

Activity	Time	Materials
1. Welcome, Introductions, and Reviewing Standard Precautions	45 minutes	Easel, prepared flip chart pages, handouts, PowerPoint slides
2. Distinguishing Bloodborne and Other Infectious Diseases and Exposure Risks	25 minutes	Prepared flip chart page, PowerPoint slides
3. Tips and Tools for Reducing Risks of Exposure to Bloodborne Pathogens and Infectious Diseases	35 minutes	Prepared flip chart page, markers, handouts,
4. Talking with Clients to Uphold Healthy and Safe Practices	15 minutes	Handout, PowerPoint slides
Total Time	2 hours	

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Preparing to Teach:

1. Review the trainer's guide and background materials, and prepare to present.

Read background information, so you have extensive material to support your presentation. This workshop complements and reflects the information provided in these sources:

Homecare Workers' Handbook: *Caring for Yourself While Caring for Others*—We hope that you will share copies of this booklet, which is designed as a reference for workers in the field, and will reinforce the lessons in this training with all participants.

<http://www.cdc.gov/niosh/docs/2015-103/pdf/2015-103.pdf>

NIOSH Hazard Review: “Occupational Hazards and Home Health Care”—This gives extensive technical information for professionals and agencies, including information to guide agencies in their efforts to ensure safe and healthy practices.

<http://www.cdc.gov/niosh/docs/2010-125>

You may also want to read the following resources:

Home and Community Health Worker Handbook, British Columbia, Canada, Occupational Health and Safety Agency for Healthcare (OHSAH).

<http://www.phsa.ca/NR/rdonlyres/6C69D638-8587-4096-A8AA-7D2B0141C3B2/59614/HandbookHomeandCommunityHealthcareWorkersHandbook.pdf>

Safety Manual for Homecare Workers, Oregon Homecare Commission.

<http://apps.state.or.us/Forms/Served/de9062.pdf>

Note: This module is not intended as comprehensive training in bloodborne pathogens, standard precautions, and infectious diseases. It is designed to be a general overview and reinforce the practices among participants who have had training at other times in their careers. Check with local community colleges, hospitals, and agencies for more in-depth training that meets the requirements of the federal standards, and share information on upcoming programs in Activity 1.

Also refer to the NIOSH topic page on bloodborne pathogens:

<http://www.cdc.gov/niosh/topics/bbp/>

Instructions for conducting training are in the “Detailed Lesson Plan” in black.

Tips for Trainers are in shaded boxes.

Please note that the emphasis is on creating a positive, welcoming, and safe environment for dialogue. Focus on encouraging participation and affirming the contributions of participants to the discussion. Thank participants for their role as homecare workers and for their dedication.

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A risk when teaching health and safety is to “blame the workers” for not upholding the safest practices. In fact, there are external pressures, circumstances, and environmental factors that can challenge them and undermine their health and safety. The goal of this course is to empower workers to identify the risks they may face on the job, determine if there are any needed tools or equipment, and engage their clients, agencies, and employers to work with them to address concerns and develop effective strategies for making changes.

As well as using these tips, we encourage you to identify personal examples related to each of the topics to prepare you to prompt discussion and model the contributions you hope to receive.

Suggested scripts are in **purple**. As you become more familiar with the workshop, feel free to use your own words to convey the key points.

Class size matters! Activities are designed for groups of 8–14 participants to best engage each individual. If you present to larger groups, you will need to adapt some activities, and some participants won’t have time to speak. Large groups need more time for activities and modules.

2. Place handouts (1 packet for every participant) at each seat before the workshop, and include an evaluation form.

Distribute printed copies of the PowerPoint show at the end of the workshop. (It may be printed 2, 3, or 6 slides per page.)

3. Prepare flip chart pages in advance:

- Activity 1—We Need to Wash Our Hands When
- Activity 1—We Need to Wear Gloves When
- Activity 2—Pathways of Infection.
- Activity 3—Advice to Stay Healthy and Safe.

4. Bring the following supplies:

- A package of pens for participants.
- An easel and flip chart paper.
- Laptop computer, LCD projector, and screen.

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- Markers.
- Painter's or masking tape.

5. Make sure your room is ready:

- Set up chairs and tables in a square or U shape so all participants can see one another. Using round tables with four participants each is an alternative, but not as likely to encourage engaged attention to full-group discussions.
- Have refreshments ready, if applicable.
- Arrange for the AV equipment and set up PowerPoint to title page before class.
- Set up the easel with the prepared flip chart pages at the front of the room.
- Unless you are using sticky flip chart pages, it's helpful to put some short pieces of tape along the easel to use during the training.

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Detailed Lesson Plan

Activity 1: Welcome, Introductions, and Reviewing Standard Precautions

Materials: Easel, prepared flip chart pages, handouts, PowerPoint slides

Time required: 45 minutes

1. Welcome participants to the workshop (3 minutes).

Display the title slide of the PowerPoint, read the workshop title, and mention the host of the program. Introduce yourself, display slide 2 of the PowerPoint, and play the short video. Then review the purpose of the workshop as listed in the session goals on slide 3.

Say:

“Hello! This is the workshop *Caring for Yourself While Caring for Others—Tips for Reducing Exposure to Bloodborne and Other Infectious Diseases*. My name is _____.

“It’s a pleasure to be here with you and have the chance to discuss your health and safety as you provide care, support, and services to clients. We know you do a lot of hard work, and we want you to be as safe as possible and not risk getting bloodborne or other infectious diseases while you work.

“Our goals are on this slide. We want you to be able to:

- “List the standard precautions and key steps involved.
- “Outline the pathways through which homecare workers are exposed to risks from bloodborne and other infectious diseases.
- “Describe strategies and tools to reduce risks.
- “Follow positive problem-solving steps with clients.

Tips for Trainers

Your approach to this introduction sets the tone for the entire workshop!

Speak warmly and enthusiastically to convey:

- Your belief that the information is important.
- Your real concern for workers’ well-being.
- Your belief that participants intend to do their jobs well while protecting the health and safety of themselves and their clients.
- Your confidence that they are open to learning.

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“Although the session is designed for you as homecare workers, we believe this information can be important for clients, also. We encourage you to share what you learn with them and with their families and other caregivers.

“Each of you has a packet of handouts with space for taking notes. Please do not look ahead in the packet. I’d appreciate you focus on the work we’re doing now. At the end of the workshop, I’ll also distribute copies of the slides we’ll be seeing, so you will have that information, as well.

“Are there any questions before we move into our first activity?”

2. Identify participants’ familiarity with bloodborne pathogens, infectious diseases, and standard precautions (2 minutes).

Ask:

“How many of you have worked with clients who had bloodborne or other infectious diseases, such as HIV/AIDS, hepatitis, the flu, or pneumonia? If you’re not sure about the differences between the types of infections, it’s OK. We’ll come back to that. Just think of the various infectious diseases. Could I see a show of hands?”

Acknowledge the responses. Invite an example or two and discuss as necessary.

Say:

“Homecare workers receive training in avoiding infection. Some of you may have attended programs covering *universal* precautions, which focus on bloodborne pathogens. In today’s class, we’ll be speaking of *standard* precautions, which cover all types of infection risks. How many of you have had training either in universal or standard precautions?”

Acknowledge the responses to your question, and invite those who have been trained in standard or universal precautions to stand.

3. Form pairs (2 minutes).

Say that you would like participants to form pairs for the introductory activity. If any participants remain sitting, encourage them to pair up with someone who is standing and familiar with standard and/or universal precautions. If most or all participants have stood, or if almost none have stood, invite participants to form pairs with others they do not know

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very well. Ask them to join their partners at their seats, and take their handout binders with them. Allow a minute for the pairs to settle down.

4. Set up review quiz activity (2 minutes). Wait for participants to settle into their seats.

Say:

“Please turn to page 2 in your handouts. This page has a quiz that will help you review or learn about standard precautions. Please answer the questions together and discuss why you gave the answers you did. This is not about taking a test you’ll be scored on, but about recalling and thinking about standard precautions. Begin by introducing yourselves to one another and sharing a little about your experience in home health, and then complete the quiz. I’ll give you about 10 minutes to complete your work.”

Check to see if participants have any questions or concerns, and discuss.

5. Conduct pair activity (10 minutes).

Circulate among the pairs as they work, answering questions and providing help as necessary. At 5 minutes, ask all groups how they are doing. Encourage them to get to all of the questions, and give them up to 5 minutes as needed for them to complete the quizzes. Give them a 1-minute warning, and ask them to wrap up and be ready to share their discussion.

6. Facilitate reports and discussion (20 minutes).

Ask for a pair to volunteer to introduce themselves and share their answers to the first question. They should explain their reasoning for giving their answers. Ask others if they had different answers and quickly discuss. Conclude by affirming that their responses were correct or by sharing the correct answer and the reasons why it is the best answer. Emphasize that all workshop discussions are designed to ensure that they don’t get infectious diseases from their clients, and also that they don’t spread infectious diseases to their clients.

Repeat the process for questions 2 and 3.

For question 4, ask a volunteer pair to begin an idea session by contributing one idea at a time from their discussion of the

Tip for Trainers

See answer sheet following activity.

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occasions when homecare workers need to wash their hands. Write the times on the flip chart, reframing them as necessary, and encourage participants to write times they didn't think of in their quiz on page 2. After the first pair reports one time, ask other pairs to add to the list and continue until participants have contributed all of the ideas they have. Add any times that they have missed and explain their importance.



Repeat this process for question 5, focusing on when homecare workers need to wear gloves.



Tip for Trainers

If the host agency or other local providers offer training that will be available in the near future, share information about how to enroll.

7. Reinforce the importance of training in standard precautions, including demonstrations (2 minutes).

Say:

“This has been a great discussion, and it has been good to recall and reinforce what you know about standard precautions! Thanks. It’s also important to emphasize that getting even more training is important. It’s also critically important for homecare workers to see demonstrations of really thorough and effective hand washing, as well as safely putting

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on and taking off gloves. I encourage you to take advantage of training opportunities you are offered, or to seek out other training options yourself.”

8. Wrap up this activity (4 minutes).

Thank participants again for their thoughtful discussion of standard precautions. Show slide 4, ask participants to turn to page 3 in their handouts, and explain that these offer them an overview of the information that has been covered and some additional pointers about hand washing and using gloves. Emphasize the key steps and explain that you will discuss them more during the workshop. Check if participants have any questions or comments, and discuss. Say that you are now going to go into more detail about bloodborne and other infectious diseases, and how workers can be exposed to them.

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Standard Precautions Protect Your Health and Safety

Review Quiz Answer Sheet

1. “Standard precautions” are infection-control practices designed to protect homecare workers from the following:

- Contact with clients’ blood and body fluids.
- Exposure to airborne infections.
- Contact with potentially infected surfaces.
- Infection with diseases that clients or others in homes may have.

2. The key steps for standard precautions include the following:

- Use of gloves.
- Use, as trained, of an apron, mask, and eye protectors.
- Frequent hand washing.
- Proper handling and disposal of linens and wastes that might be infected.
- Proper handling and disposal of sharp instruments (such as needles and lancets).
- Use of disinfecting air cleaners is not an effective prevention strategy and is not a step in standard precautions.

3. Which is the single most important infection control activity?

- Hand washing is the correct answer. Although glove use is very important, cleaning hands is a comprehensive prevention measure that can reduce most exposure risk.

4. When should homecare workers wash their hands?

- When getting to and leaving clients’ homes.
- After coughing, sneezing, or blowing their noses.
- After using gloves, and immediately if a glove tears.
- After using the toilet.

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- Before *and* after wearing gloves.
- Before *and* after eating, drinking, or touching food, or preparing food.
- Before *and* after putting on makeup or lip balm.
- Before *and* after smoking.
- Before *and* after touching clients.
- Before *and* after touching items used in personal care, like a toothbrush, or when housekeeping and doing laundry.
- Before *and* after touching contact lenses, eyes, or mouth.

5. When should homecare workers use gloves?

- When cleaning areas where body fluids have spilled.
- When they may come in contact with urine, stool, blood, or other body fluids— or infected surfaces.
- When touching dirty items used in personal care.
- When touching dirty or bloody linens, towels, or clothes.
- When helping clients bathe; taking care of their mouths or dentures; cleaning perineal areas (or “peri-care”); using toilets, bedpans, or urinals; changing pads or briefs; or cleaning around catheters.

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Activity 2: Distinguishing Bloodborne and Other Infectious Diseases and Exposure Risks

Materials: Prepared flip chart page, PowerPoint slides

Time required: 25 minutes

1. Introduce types of disease (3 minutes).

Show slide 5.

Say:

“We’re now going to look at some of the most common types of infectious diseases and how workers can become infected by them. This slide has a broad overview of the most common types of diseases that homecare workers might encounter in their work.”

Cover the types of disease and examples listed on the slide. Invite participants to raise their hands if they have worked with clients who had the various diseases. Ask participants to share a comment or two about their experiences. Add information, such as common symptoms and outcomes, from your own experience and knowledge. Emphasize that there are many more diseases and types, but these are the most common ones they may encounter. Invite additional quick comments or questions from participants.

2. Explain how infection spreads (3 minutes).

Show slide 6.

Say:

“This slide is designed to help us think of how disease spreads. Could someone please read the outline of the places infectious agents can live?”

Once a volunteer has read the list, ask participants if anything on the list surprises them, or if they have any questions about the list. Discuss their ideas. Elaborate and give examples as needed to ensure that participants understand. Explain that you’re now going to have the chance to explore how they might be exposed to infections and the diseases they cause.

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3. Conduct large group activity (11 minutes).

Say:

“Please turn to page 4 in your handouts. In the left-hand column, you will find the same list of common diseases that we just reviewed on slide 5. In the right-hand column, there is a list of ways that a worker might be exposed to infections. Given what we just discussed, which are the ways a worker can be exposed to bloodborne diseases? Would someone please offer just one example of how a worker can be exposed to a bloodborne disease? Please read the example and its letter. I’ll write the letter here on the flip chart, and you may want to draw a line from the bloodborne diseases to the example on your handout to have as a reference later.”

Show the prepared flip chart and log the correct letters under “Bloodborne Diseases,” encouraging participants to explain why they believe each answer is correct. If a response is incorrect, respectfully note that it is not an example of a how a worker can be infected by a bloodborne disease, and discuss why, inviting participants to comment. List the letter under “Other Infectious Diseases,” and explain more as seems necessary. Reassure participants that it’s fine to not have the “right” answer, because the discussion helps everyone think through how the spread of the different infections works.



Continue having participants suggest examples for how other infectious diseases are spread so that all are discussed. Explore what surprises participants about how they may or may not be exposed to bloodborne and other infectious diseases. Highlight that, although bloodborne diseases are very serious, homecare workers can actually be infected by them in fewer ways than other infectious diseases. Recall that the lists and the discussion are fairly general, and that specific diseases at specific times will have different levels of infectiousness. Encourage participants, if they are concerned about specific diseases and exposures, to speak with their supervisors or others and pursue more information.

Wrap up the discussion by showing slide 7 and highlighting the general ways disease can spread.

Tip for Trainers

Also see the answer sheet following the activity for details:

Bloodborne diseases: a, b

Other infectious diseases: a, c, d, e.

4. Discuss the difficulty with knowing if a client or other person in the home has an infectious disease (2 minutes).

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Ask:

“How do you know if a client or another person in the home has an infectious disease?”

Invite responses and discuss. Show slide 8, and highlight symptoms participants have suggested and not yet mentioned. Affirm that these symptoms may suggest a person has an infectious disease, though they may not. Emphasize that it’s most important for homecare workers to recognize that people can have infectious diseases without any visible symptoms.

Ask:

“How do you know if you have been exposed?”

Discuss responses. Emphasize that homecare workers may know they have been pricked by sharp needle, or have gotten body fluids on open skin or in their mouths or eyes, but they often won’t know if they have been exposed to a disease. Symptoms may only appear much later.

5. Recall importance of standard precautions (2 minutes).

Ask:

“Why are the key steps of standard precautions so important to preventing exposure to disease? Refer to page 2 in your handouts if you would like to recall them.”

Discuss responses, emphasizing how critical hand washing, gloves, careful handling of sharps and laundry, and the other key steps are.

6. Explore who is most likely to become ill when exposed to infection (2 minutes).

Point out that not everyone who comes into contact with infectious diseases becomes ill.

Ask:

“What types of people are mostly likely to become ill when exposed to infectious diseases?”

Accept a number of responses and then show slide 9. Review the types of people most at risk of becoming ill when exposed to infections, noting ones they have already mentioned. Also note that anyone can be at risk, as highlighted on the slide.

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7. Emphasize protecting clients from risk of exposure (1 minute).

Highlight that the clients they care for are more likely to fall into one of these categories than the general population, and emphasize that is why it can be so dangerous for clients—as well as themselves—to go to work when they are sick. Review points on slide 10 and discuss participants' thoughts and reactions. Acknowledge that it can be difficult for homecare workers to stay home, and that's why the guidelines about being careful about coughing and sneezing are so important.

8. Wrap up activity (1 minute).

Thank participants for their great contributions to the discussion. Introduce the next activity of the workshop, which will focus on strategies to protect themselves from the risks of infection.

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How Can Homecare Workers Be Exposed to Infection?

Answer Sheet

Bloodborne Diseases	Potential Pathways for Infection
<p>1. HIV, the virus that causes AIDS, a disease that weakens the immune system</p> <p>Hepatitis B and C, both of which are incurable liver diseases</p>	<ul style="list-style-type: none"> • Touching blood and body fluids, and then touching your eyes, nose, mouth, ear, or open skin. • Handling (blood) infected laundry and then touching your eyes, nose, mouth, ear, or open skin • Being stuck by a needle or “sharp” that has infected blood or fluid on it (such as an injection needle, a diabetes stick, a razor, or a piece of broken glass). • Biting—if a person carrying a bloodborne disease has an open sore in his or her mouth and bites a homecare worker, breaking the skin, an infection can occur. • Being splashed by body fluids or blood in the eyes, mouth, ear, or open skin.
Other Common Infectious Diseases	
<p>1. Bacterial diseases</p> <ul style="list-style-type: none"> • Urinary tract infections. • Skin infections such as from <i>Staphylococcus aureus</i>, or “Staph.” • Tuberculosis. <p>2. Viral diseases</p> <ul style="list-style-type: none"> • Influenza (the flu). • Respiratory infections (such as a cold). • Diarrhea. <p>3. Parasitic diseases</p> <ul style="list-style-type: none"> • Diarrhea. 	<ul style="list-style-type: none"> • Touching a person, object, or surface (such as table, doorknob, food, kitchen or bath counter, clothing, linen, phone) contaminated with infectious agent, and then touching your eyes, nose, mouth, ear, or open skin. • Handling laundry with infected body fluids, and then touching your eyes, nose, mouth, ear, or open skin. • Breathing in saliva or phlegm when an infected person coughs, sneezes, or speaks very close to you. • Being bitten by an insect, pest, animal, spider, tick, or infected person. • Being scratched by an infected animal or person. • Eating contaminated food or water. • Being exposed to or handling animal feces or urine and then touching your eyes, nose, mouth, ear, or open skin.

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Activity 3: Tips for Staying Safe and Healthy— Minimizing Exposure to Infectious Diseases

Materials: Prepared flip chart page, markers, handouts

Time required: 35 minutes

1. Introduce small group activity (5 minutes).

Show slide 11, and ask a volunteer to read the scenario about Ana. Thank the volunteer.

Say:

“For our next discussion activity, I would like you to work in small groups. In the small group, please come up with all the ideas you can for advice you can give Ana. Recall all the tasks you do when working in homes where there is a risk of exposure to infection—dressing, bathing, toileting, changing bed clothes, doing laundry, preparing food, cleaning house, helping with care tasks, and helping with equipment clients use, including needles. You will have 10 minutes for this work. Please form groups of three or four people you did not work with in the last activity, and begin thinking of all the advice you can.”

Help groups as needed in forming groups and getting started.

2. Conduct small group activity (10 minutes).

Circulate among the groups as they work, answering questions and helping as necessary. At 5 minutes, ask all groups how they are doing. Encourage them to recall all the types of work they might do in a home and to think of advice specific to each type. Give them up to 5 minutes more as needed for them to finish. Give a 1-minute warning, and ask them to wrap up and be ready to share their discussion.

3. Facilitate reports from the groups (15 minutes).

Ask for a group to volunteer, and share two pieces of advice they would give Ana. As necessary, ask questions to clarify ideas and reframe or explore ideas to ensure that they are good practices. Write their points on the flip chart. Move to each of the groups, asking for two pieces of



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advice from each. Then invite the first group to add two more and continue as the groups have advice to give and time allows.

4. Wrap up the discussion (5 minutes).

Show slides 12–15 and highlight any advice not already given. Congratulate participants for all the great ideas they contributed to the discussion. Check if there are any questions and comments before moving onto a discussion about how to speak with clients about upholding the safest and healthiest approaches to infectious disease.

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Activity 4: Talking with Clients to Uphold Safe and Healthy Practices

Materials: Handouts, PowerPoint slides

Time required: 15 minutes

1. Introduce the importance of speaking with clients in positive ways to uphold safe and healthy practices (4 minutes).

Say:

“Talking with your clients in positive and constructive ways about bloodborne and other infectious diseases and about upholding good practices is a key part of ensuring your own health and safety—and theirs. Yet it can be challenging for a number of reasons:

- “Your clients and or family caregivers—and you—may feel that gloves or other protective clothing will be uncomfortable or difficult to wear and work with.
- “Your clients or family caregivers may be unwilling or unable to accept changes to the way they do things and to their homes.”

“Invite discussion of these challenges. Ask: ‘Have any of you faced any of these difficulties when trying to address health and safety concerns with clients?’ Let a couple of participants share stories, and discuss. Affirm that these issues can be challenging.

2. Review effective approaches to problem solving with clients (10 minutes).

Emphasize how important it is to bring up health and safety concerns as soon as possible, despite the challenges.

Display slide 16 and ask participants to turn to page 6 in their handouts. Review each of the steps, explaining that participants can use the steps and the worksheet to help themselves think through and plan how to approach clients or supervisors about concerns they have. Ask for an example of an infection risk that a participant would like to discuss with a client and offer sample suggestions that follow each of the steps.

- **Plan the discussion.** Explain that it’s good to think through all of their concerns, like the ones just mentioned above. How are they feeling about the issue? What response

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do they expect, and how will they respond to that? Invite the volunteer to answer these questions, and others to add any thoughts they have, and discuss.

- **Be respectful—make a request, not a demand.** Invite the volunteer to share what his or her request would be, and support him or her in stating it in a respectful, clear, direct way. Invite other participants to share their ideas or thoughts.
- **Use “I” statements.** Describe your health and safety concern, how it affects you, and what the impact might be on you and the client. Invite the volunteer to use “I” statements to explain why the issue is a concern and its impact on the client. Support the volunteer as needed, and encourage others in the class to help out.
- **Listen.** See the issue from the client’s point of view. Ask a new volunteer to play the role of the client and speak as the client might about his or her point of view. Invite volunteers to speak up as clients with differing perspectives. Check if participants think the responses are realistic, and discuss.
- **Consider several solutions beyond your first choice.** Explain that this is the place where coming up with a lot of ideas comes in. Participants have done this in the workshop, and the goal is to let everyone contribute their best ideas to solving a problem. Note that it’s a great approach if you’re not sure of how to resolve an issue you are raising. Even if you think you know the exact answer, it may not be right for your client, and this step gives you a chance to explore options.
- Have the original volunteer share the solutions she or he would like, and then ask others to think of other solutions clients might have. Then, have the group imagine what might be a negotiated decision. Note that, by talking and coming up with lots of ideas with clients, homecare workers and clients may find workable solutions that they didn’t imagine beforehand.
- **Know your bottom line.** Ask the first volunteer what his or her bottom line is, and ask if the discussion helped to clarify it. Note that constructive, open dialogue with others can help us think things through more effectively for ourselves, gives us new information and perspectives, and shifts our thinking. That’s why it’s so important!

Explain that, while it can be challenging for homecare workers to speak out for their own health and safety, you hope that they feel clear about the steps they can take. Invite questions and discuss.

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3. Conclude the workshop (1 minute).

Thank the participants for their great participation throughout the workshop and for their commitment to doing the best they can for their clients, while taking good care of themselves, too. Distribute copies of the slide show. Offer your hope that the session has been helpful to them, and wish them the best in their future work. Offer any additional assistance you have available, and give details of any future sessions you plan to offer.