

What Makes Infection Prevention and Control Work?
Julie Storr, S3 Global
Broadcast live from the 2017 Infection Prevention Society conference

Live broadcast from Infection Prevention 2017



Infection Prevention 2017
18th - 20th September
Manchester Central

What makes infection prevention and control work?

Julie Storr
Director and Consultant, S3 Global,
Contracted by World Health Organization

www.webbertraining.com September 18, 2017



IPC PROGRAMMES
and all relevant programme linkages

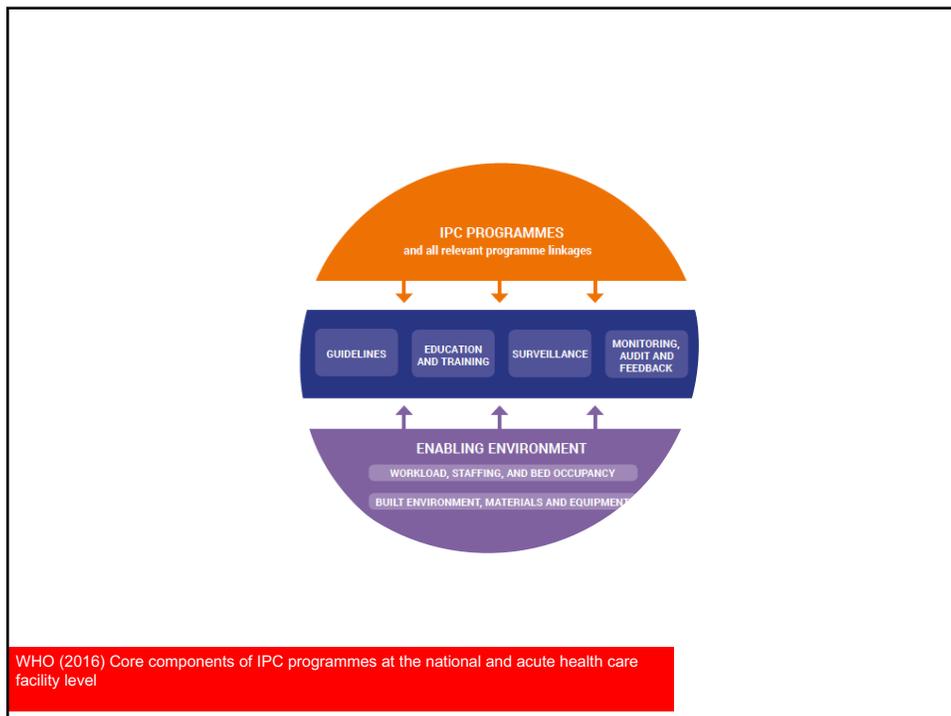
WHO (2016) Core components of IPC programmes at the national and acute health care facility level

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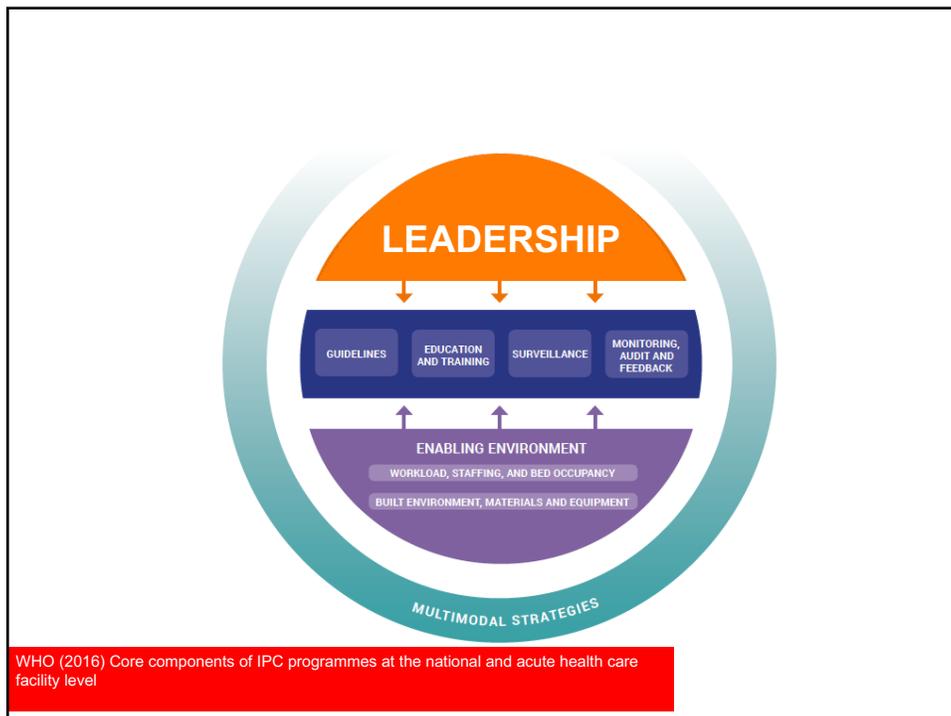
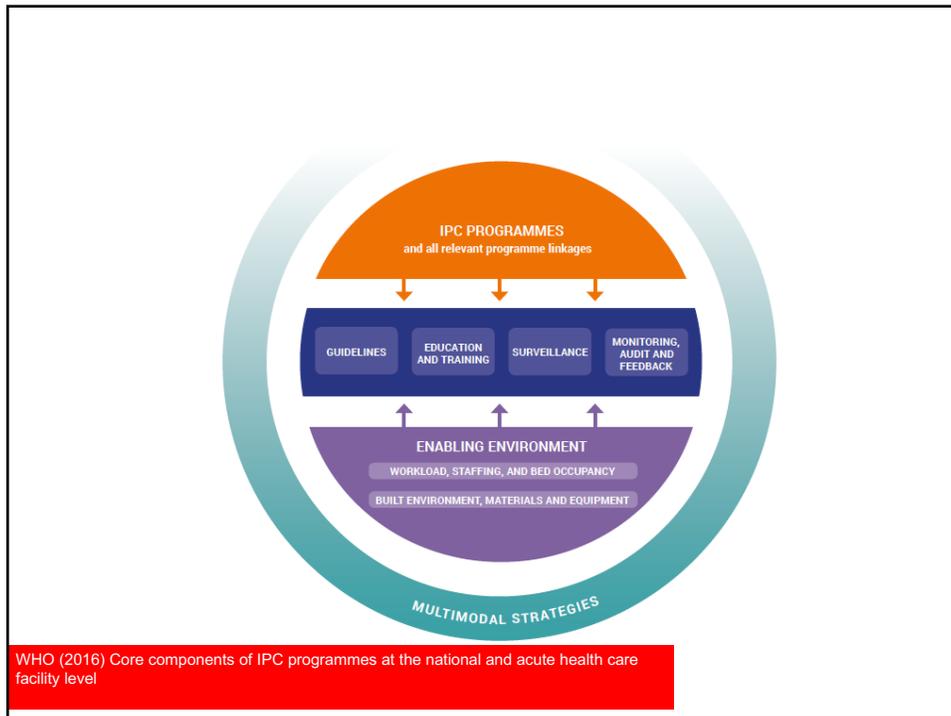


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Two questions

1. What do you expect of people in leadership roles?
2. Why do you think we're sometimes disappointed in our leaders?

Gundlach AM (2017) Johns Hopkins School of Public Health. Foundations of Organizational Leadership.

Most common answers

Expectations

- Integrity
- Visionary
- Inspirational
- Decisive
- Team builder

Disappointments

- Don't walk the talk
- Self-centered
- Non-participative
- Poor communication
- Dishonest

Center for Creative Leadership 2011

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“The vision thing”



Roy Lilley (2017) The Vision Thing. NHS Managers.Net
<http://myemil.constantcontact.com/The-vision-thing.html?src=115265599193&src=35yd0ae29>

Assumptions

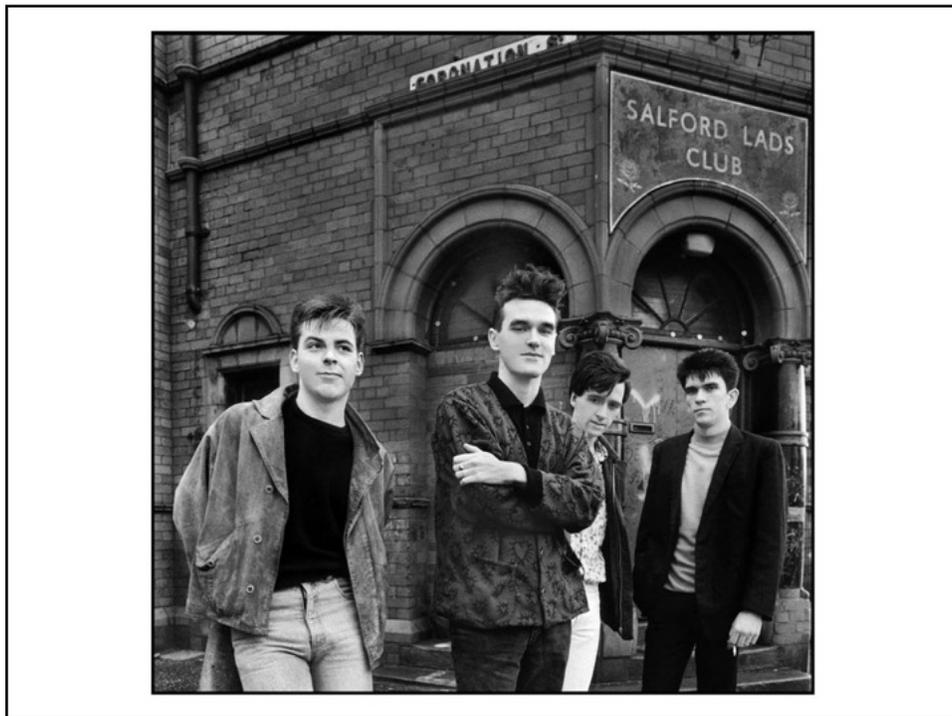
- Leaders think differently to non-leaders
- Leaders commitment and passion are not mechanical – they must be authentic
- “Felt” leadership is essential especially in times of uncertainty and change
- The only leadership is ethical leadership – our integrity defines us
- Every leader has a story – what’s yours???

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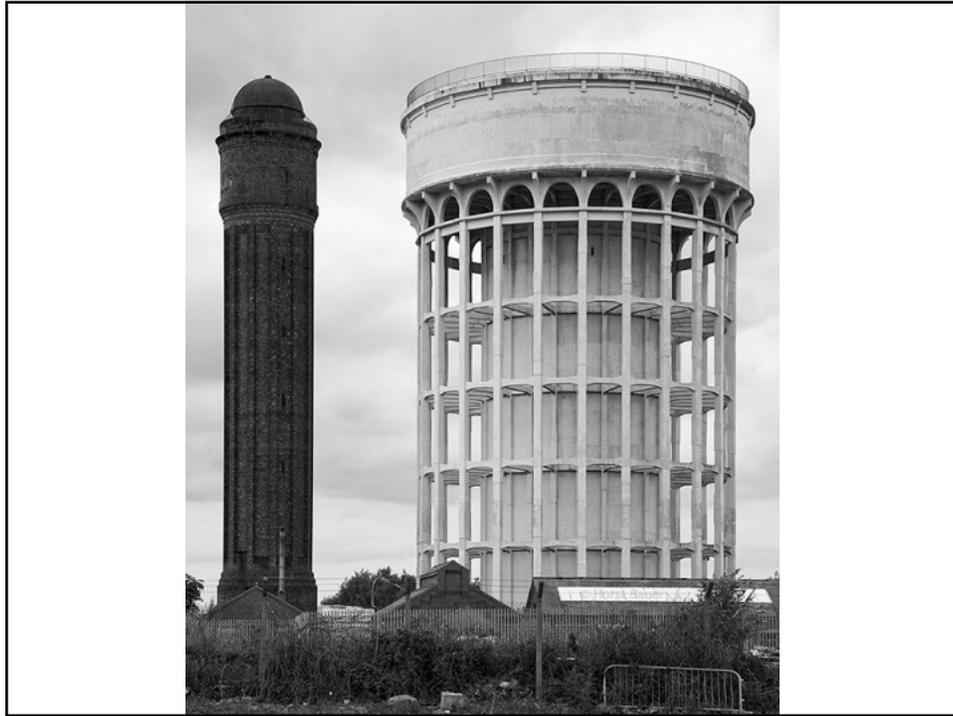
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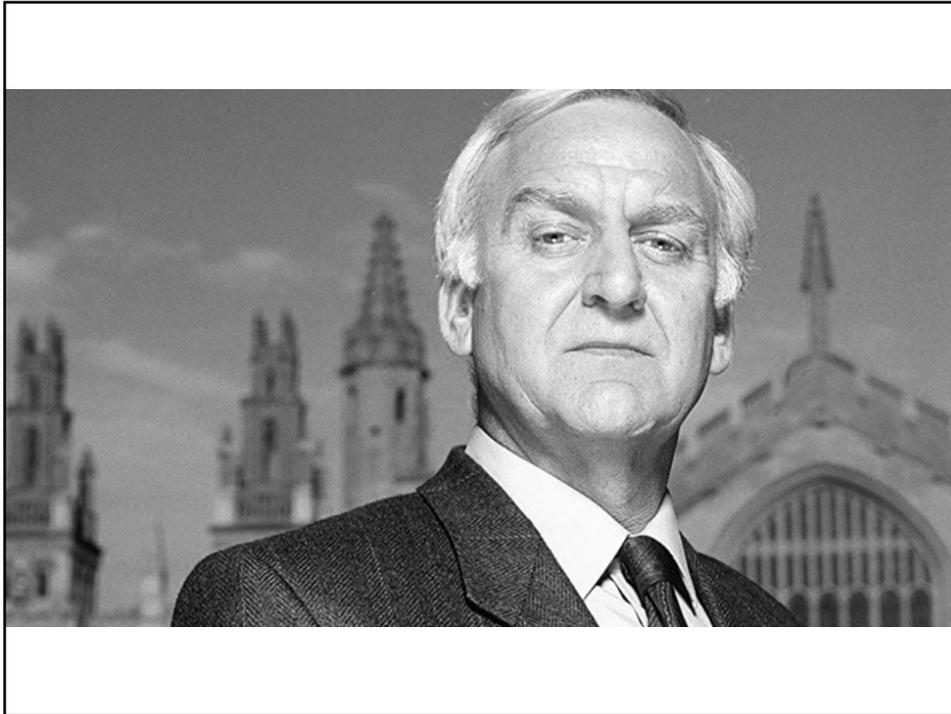
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Redefining infection prevention and control in the new era of quality universal health coverage

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Shamsuzzoha B Syed
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Abstract
Universal health coverage (UHC) is a concept that is deeply rooted in the Development Agenda and is receiving increasing attention at the global level. The interconnection of infection prevention and control (IPC), UHC and quality has not been well described. We aim to present a novel and compelling case for considering IPC as a critical part of quality UHC and develop a preliminary theory of change model, informed by existing literature and emerging thinking on this evolving field. A review of published and grey literature on UHC, quality and IPC was undertaken with a view to triangulating common goals and informing a theory of change. A preliminary theory of change framework describing the potential synergy between UHC, quality and IPC in catalysing concerted action at every level of the health system has been developed. A table outlining key considerations at the policy practice and research levels is also presented. This paper considers the extent to which the global IPC community in its widest form should better position IPC as a fundamental component of quality within the context of rapidly advancing UHC-driven health system reforms. The theory of change will be

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Viewpoint

Keeping health facilities safe: one way of strengthening the interaction between disease-specific programmes and health systems

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⁵ RADCS, Management Sciences for Health, Lilongwe, Malawi
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⁷ International Centre for AIDS Care and Treatment Programs, Columbia University, New York, NY, USA

Summary
The debate on the interaction between disease-specific programmes and health system strengthening in the last few years has intensified as experts seek to raise our common ground and find solutions and synergies to bridge the divide. Uniformly, the debate continues to be largely academic and devoid of specificity, resulting in the issues being irrelevant to health care workers on the ground. Taking the theme 'What would make HIV- and tuberculosis (TB) programme managers to sit around the table on a Monday morning with health system experts', this viewpoint focuses on infection control and health facility safety as an important and highly relevant practical topic for both disease-specific programmes and health system strengthening. Our attention, and the examples and lessons we draw on, are largely aimed at sub-Saharan Africa where the great burden of TB and HIV/AIDS resides, although the principles we outline would apply to other parts of the world as well. Health care infections, caused for example by poor hand hygiene, inadequate storage of donated blood, unsafe disposal of needles and syringes, poorly sterilised medical and surgical equipment and lack of adequate airborne infection control procedures, are responsible for a considerable burden of illness among patients and health care personnel, especially in resource poor countries. Effective infection control in a district hospital requires that all the components of a health system function well: governance and rewardability, financing, infrastructure, procurement and supply chain management, human resources, health information systems, service delivery and finally supervision. We argue in this article that proper attention to infection control and emphasis on safe health facilities is a strategic first step towards strengthening the interaction between disease-specific programmes and health systems where it really matters – for patients who are sick and for the health care workforce who provide the care and treatment.

Keywords: health systems, disease-specific programmes, HIV/AIDS, tuberculosis, infection control

Introduction
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Harries et al (2010) Keeping health facilities safe: one way of strengthening the interaction between disease specific programmes and health systems. Tropical Medicine and International Health vol 15(12) 1407-1412

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“For health care workers in different disciplines in a busy district hospital or health centre to gather around the table on a Monday morning requires a topic of mutual interest, importance and relevance. Infection control and health facility safety fulfill these criteria, both for the health care worker fraternity and the constituency of patients who utilize the facility.”

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Tropical Medicine and International Health doi:10.1111/1365-3113.12010.02642.x
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“Infection control fills the void, and provides relevant issues for discussion that require local leadership, a sound understanding of disease epidemiology, clarity of thought, community inputs and a pragmatic approach to finding solutions.”

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"Health systems cannot and should not be discussed in the abstract. They have to exist to optimally deliver services for real people, and they have to prevent and treat diseases that have names, such as TB and HIV/AIDS. A focus on infection control provides the necessary specificity, the exemplary practice of which requires that all components of the health system function."

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doi:10.1186/s13051-010-0262-x
VOLUME 15 NO 12 PP 1407-1412 DECEMBER 2010

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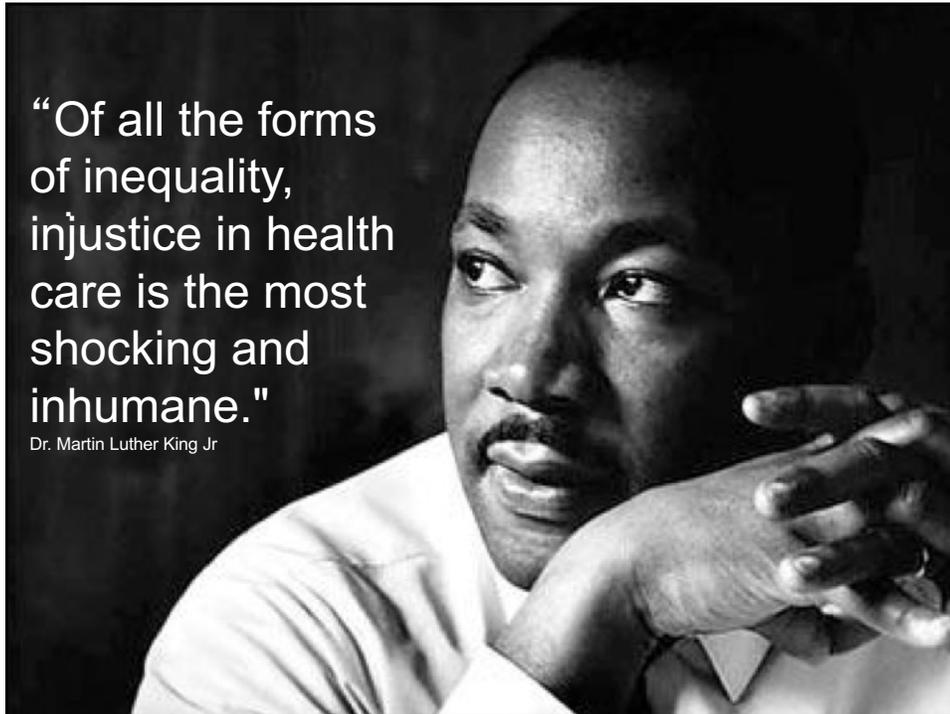
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"Of all the forms of inequality, injustice in health care is the most shocking and inhumane."

Dr. Martin Luther King Jr



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Reading nursing: the burden of being different

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Manchester M13 9PL,
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Abstract—The data on which this paper is based were collected by means of informal interviews with final year nursing undergraduates at one university. From students' accounts it is apparent that the lives of undergraduate nurses are dominated by an all embracing feeling of 'difference'. This paper centres on the theme of 'difference' and draws upon the literature from the field of disablement in an attempt to explain the position of undergraduate nurses.

This paper attempts to examine the position of undergraduate nurses from one university. It can be argued that these students have elected to study nursing in what may be considered an unusual or novel way since the vast majority of trainee registered nurses are trained over 3 years in hospital schools of nursing where they have a role both as student and worker.

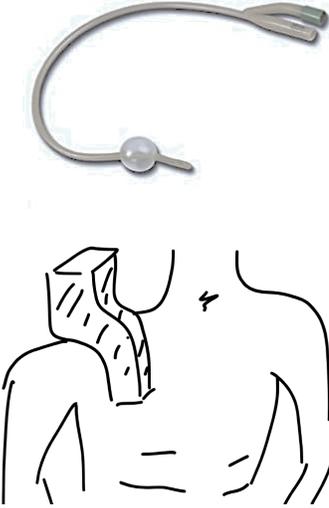
Background to the study

In part this study arose out of concern over the apparent increase in the numbers of students discontinuing from one degree course. An attempt was made to interview the students who left from the intakes of 1979 and 1980. The dominance in the interviews of the theme of conflict, feelings of being different and the hard facts concerning how these students were set apart in some respects from other university students and conventional student nurses, led me in true reflexive style to change the focus of the research and to ask instead:

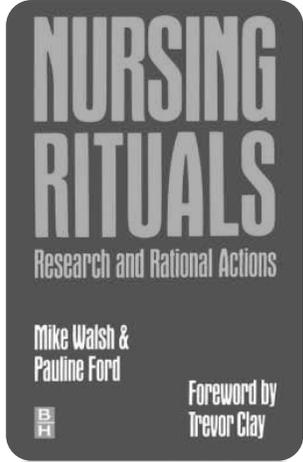
"How do students on the Bachelor of Nursing course learn to manage their difference?"

With this question in mind I decided to approach final year students and all 17 students volunteered to be interviewed. There are a few points concerning method which probably need to be made with regard to the conduct of the interviews and my position as lecturer and interviewer. At the time of the fieldwork I was involved in teaching these students and one might reasonably assume that this could have influenced the quality of the data which were obtained. However, my relative status position did not appear to be a bar to honest and frank discussion. It became apparent that being a graduate of the course paid dividends. I was an insider in the sense that it was obvious to the students that I knew what it was like to

*This paper is based on a lecture given at the 1983 Rus Research Society Conference at Brighton.



Luker KA (1984) Reading nursing: the burden of being different. International Journal of Nursign Studies, Vol 21, no 1. 1-7



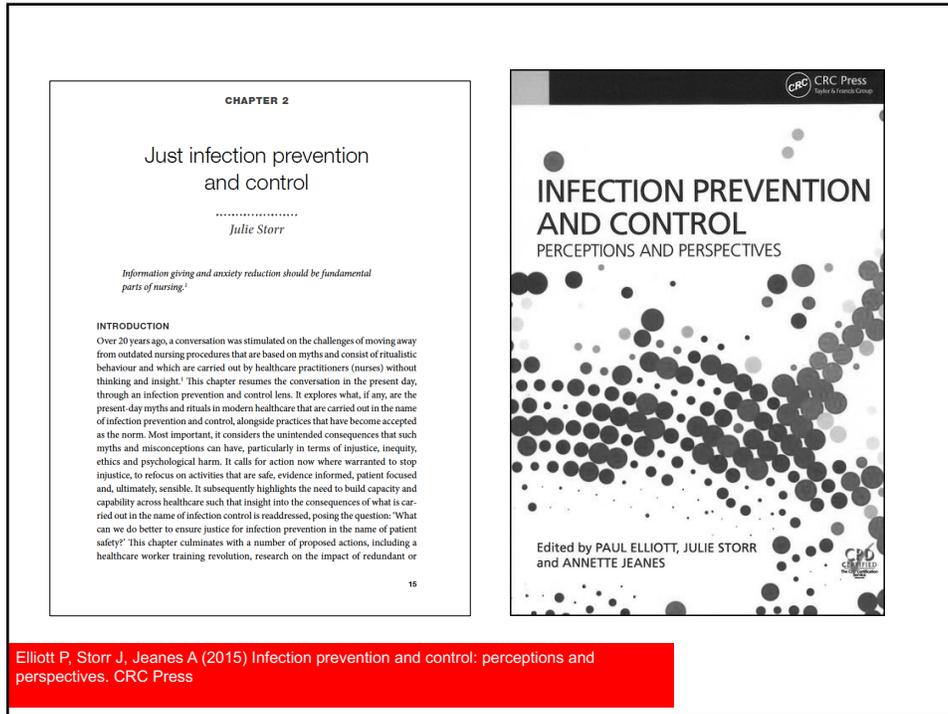
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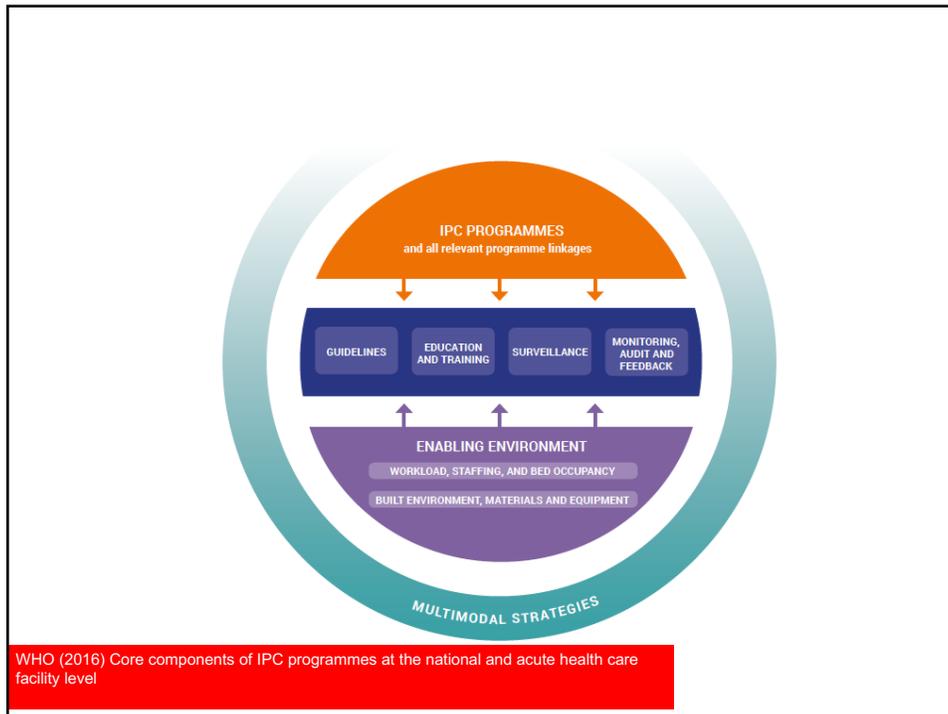
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Elliott P, Storr J, Jeanes A (2015) Infection prevention and control: perceptions and perspectives. CRC Press



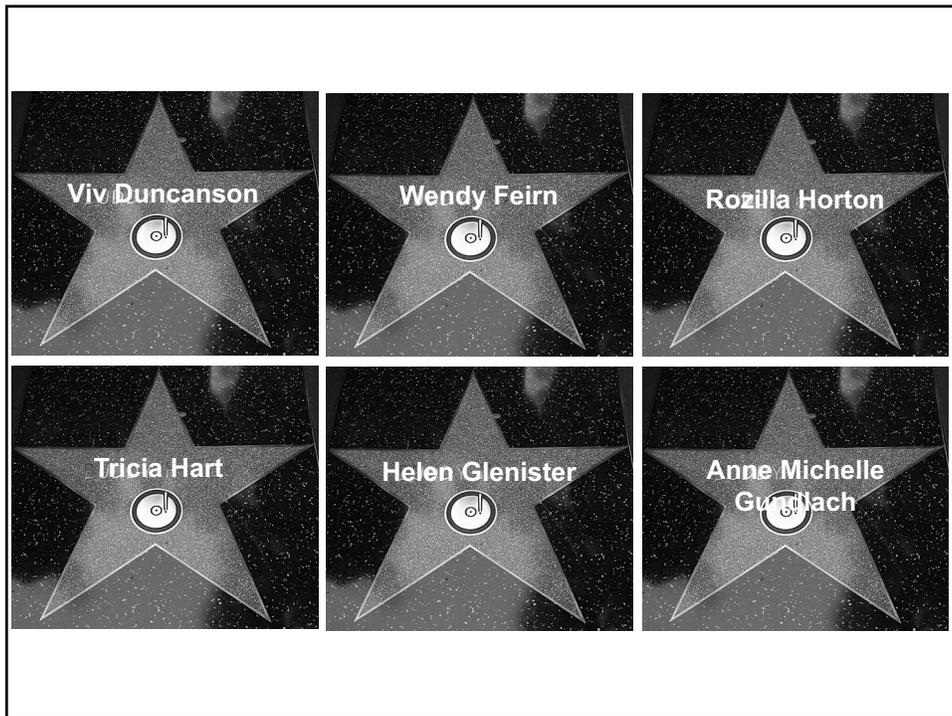
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“As we must recognize. Good ideas with impact - of course - emerge everywhere.”

Basu et al. *Globalization and Health* (2017) 13:64
 DOI 10.1186/s12916-017-0288-6

Globalization and Health

COMMENTARY Open Access

The role of South-North partnerships in promoting shared learning and knowledge transfer

Lopa Basu^{1*}, Peter Pronovost², Nancy Edwards Mofield³, Shamsuzzoha B. Syed⁴ and Albert W. Wu⁵

Abstract
 While it is clear that hospitals in developing countries need to improve quality of health services and improve patient safety, hospitals in high resource countries need to do the same. Most often the focus on improvement through institutional health partnerships involves hospital teams from high resource settings attempting to aid and teach hospital staff in low resource settings, particularly in Africa. However these efforts to provide assistance may be more satisfying and sustainable if we understand that partnership learning is bi-directional whereby hospital teams from high resource settings also benefit. One particular partnership-based model that demonstrates this benefit to high resource partners is the World Health Organization African Partnerships for Patient Safety (APPS). Johns Hopkins Medicine Armstrong Institute for Patient Safety & Quality (AI) through the APPS model has co-created twinning partnerships with hospitals in Uganda, South Sudan & Liberia. This commentary aims to deconstruct specific learnings that have benefited the Johns Hopkins AI community through the APPS partnerships.

Keywords: Reverse innovation, Partnerships, Patient safety, Learning.

Background
 Patient safety lessons too often focus on what high-income health systems have often done to inform and guide low-income health systems. However, there is growing evidence that practical and simple approaches to deliver people-centered care to improve the quality of healthcare elicited from low-income countries which have not been fully explored by high-income countries, a process called 'reverse innovation' [1, 2] needs further examination. Interest in this field is increasing as global health challenges and building a growing global pool of knowledge [3] is a critical next step towards unpacking the specific opportunities for South-North learning.

Global innovation flow
 To fully realize the potential for effective flow of innovations, healthcare providers from low and high-income countries need to create trusting, mutually respectful relationships and develop structures and processes to support peer learning. The World Health Organization (WHO) is doing this through its African Partnerships for Patient Safety (APPS) (<http://www.who.int/patient-safety/implementation/appse/a>), a program that highlights the importance of human interaction through site visits, joint trainings, bi-directional learning and co-development of new innovations.

One example of an APPS partnership is between the Johns Hopkins Medicine/Armstrong Institute for Patient Safety (AI) and partnering hospitals in Liberia, Uganda & South Sudan. As part of the APPS program, teams have interacted in-person and virtually. During these exchanges, the teams co-created their purpose, core values and selected topics for shared learning.

People-centered practices in Africa have provided clear opportunities for learning even in resource institutions of the globe. South-to-north lessons have also emerged on minimizing waste in healthcare and on building sustainable, environmentally conscious hospitals (Green Living). Below we summarize some of the key lessons we have learned.

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Basu L et al (2017) The role of South-north partnerships in promoting shared learning and knowledge transfer. *Globalization and Health* 13: 64

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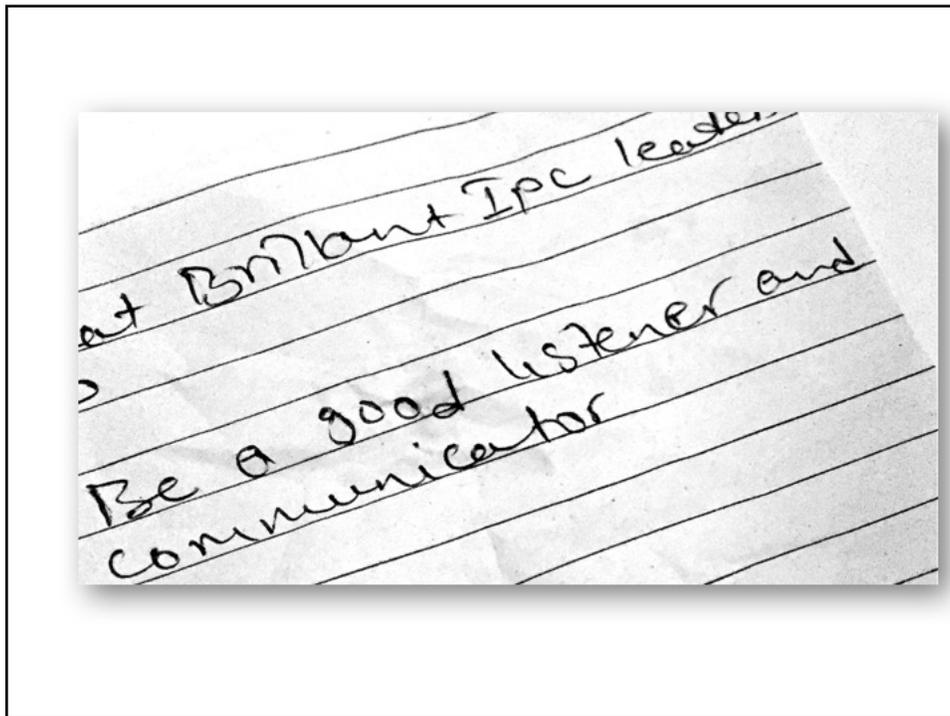
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10 Things Fab Leaders Do!

- 1. INTRODUCE THEMSELVES**
#hello, my name is...
- 2. Less Talking ...MORE LISTENING**
- 3. EMPOWER!**
Help others develop as leaders. Encourage learning from mistakes
- 4. LIVE THE VALUES**
- 5. BE ACCESSIBLE**
- 6. GIVE CREDIT AND THANKS**
- 7. REMAIN POSITIVE**
...even when having a bad day!
positive pants!
- 8. WELCOME CHALLENGE**
I recognise I don't have all the answers, and I seek different views.
- 9. BALANCE**
When to intervene... and when to get out of the way!
- 10. LEARN AND DEVELOP**
Being a Leader

Helen Bevan (2017) New and revised: 10 things fab leaders do
<https://twitter.com/helenbevan/status/851038936363736244?lang=en>

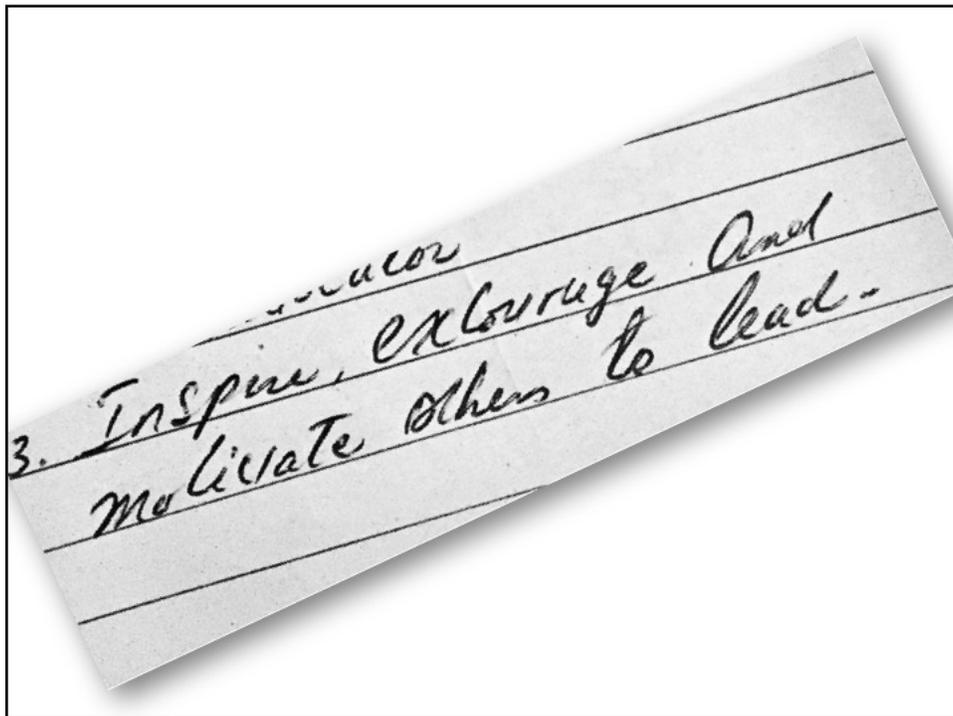
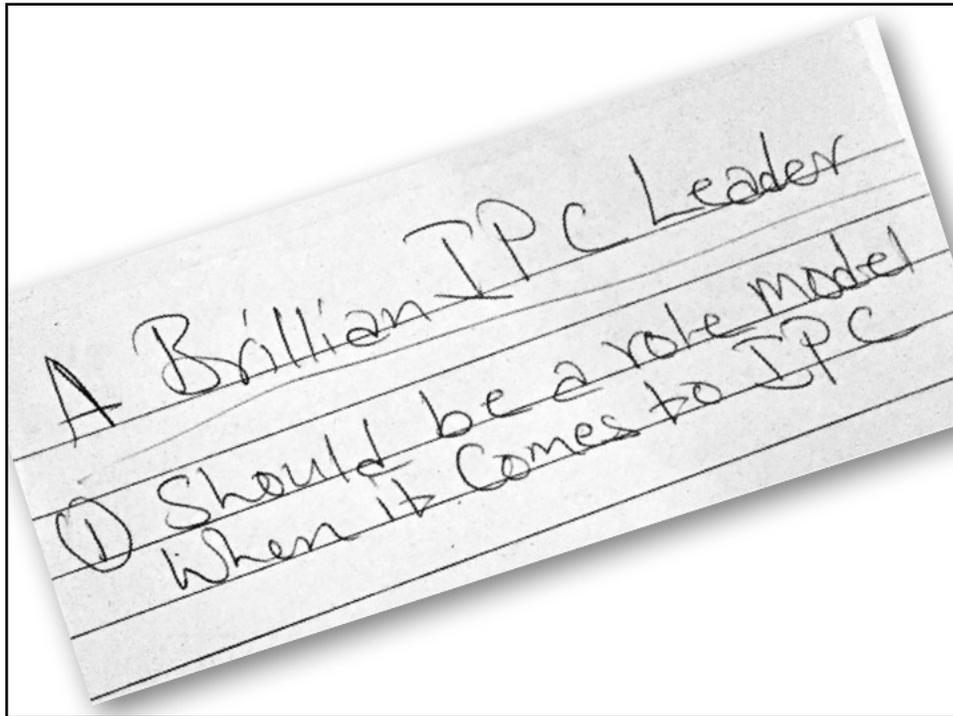


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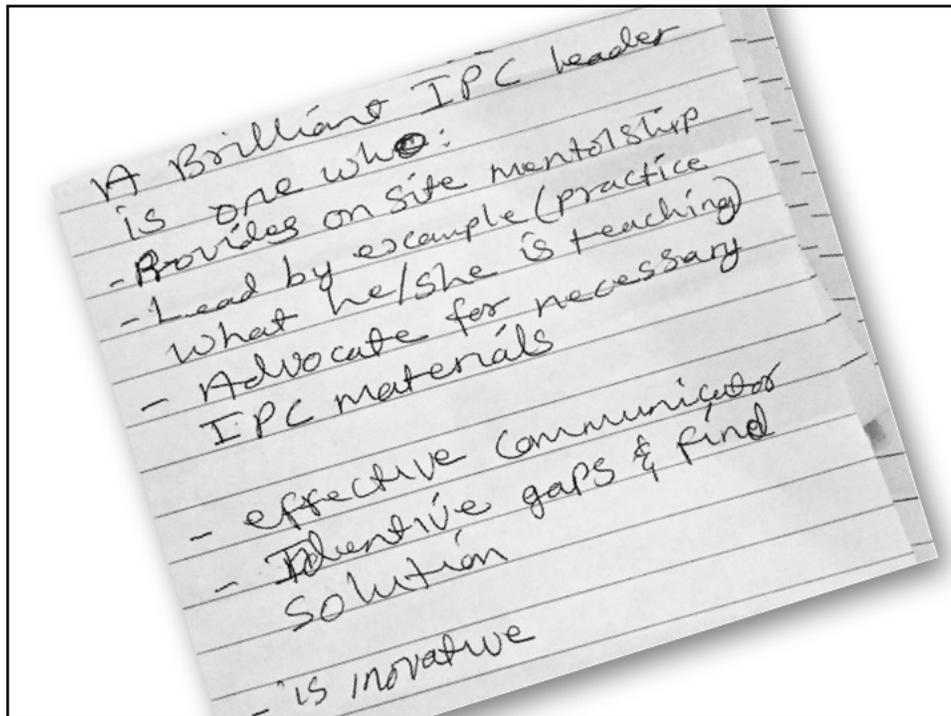
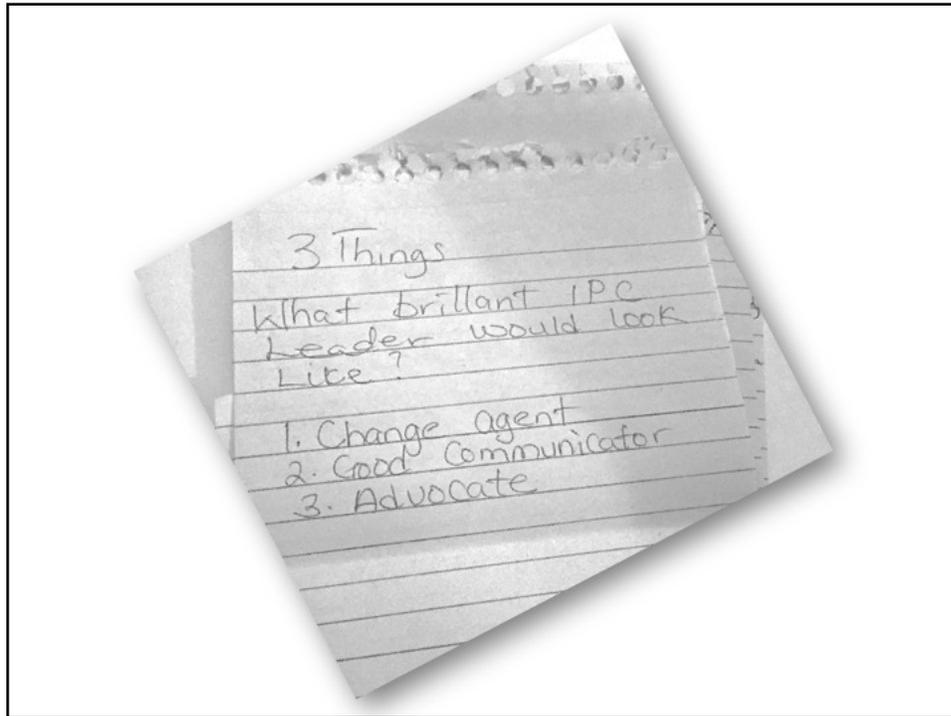


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THANK YOU

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The screenshot shows the homepage of the Infection Prevention Society (IPS) website. At the top, the IPS logo and name are on the left, the website URL 'www.ips.uk.net' is in the center, and 'Members Area Login | Join IPS' is on the right. Below this is a navigation menu with links for Home, Education & Events, Professional Practice, News & Media, Membership, About IPS, and Public / Patients. A search bar is also present. The main banner features the text 'Infection Prevention 2017 Manchester Central 18th - 20th September' along with social media handles '@IPS_Infection' and '#IP2017'. A graphic of Manchester landmarks and a Ferris wheel is shown. Below the banner, a section titled 'Join IPS and Enjoy Access To ...' lists six benefits with corresponding icons: 1. Influencing (IPS responded to the EPIC3 consultation), 2. Conference and Seminar Programmes (more info on the annual conference), 3. Networking for Infection Prevention Professionals (local branches), 4. FREE Access to the Journal of Infection Prevention (online access for members), 5. IPS Twitter and Infection News Updates (keep up with 1,000+ followers), and 6. Infection Prevention Best Practice (latest quality improvement tool available for free download).

www.webbertraining.com/schedulepl.php	
September 20, 2017	<p>(FREE European Teleclass - Broadcast live from the 2017 IPS conference) 10 YEARS OF IPC EVIDENCE – ARE WE BETTER INFORMED? Speaker: Prof. Heather Loveday, Professor of Evidence-Based Healthcare and Director of Research, College of Nursing and Midwifery, University of West London</p>
September 20, 2017	<p>(FREE European Teleclass - Broadcast live from the 2017 IPS conference) INFECTIONS WITHOUT BORDERS Speaker: Professor Leo Visser, Professor in Infectious Diseases and Travel Medicine, Leiden University, The Netherlands</p>
September 28, 2017	<p>HOW TO PUBLISH IN THE JOURNALS AND WHY IT MATTERS Speaker: Prof. Elaine Larson, Columbia University, Mailman School of Public Health</p>
October 5, 2017	<p>(FREE Teleclass) INFECTION CONTROL GUIDELINES THAT DID NOT WORK AGAINST EBOLA Speaker: Prof. Bjørg Marit Andersen, Oslo University Hospital</p>
October 12, 2017	<p>(FREE Teleclass) STRENGTHENING IPAC STRUCTURES THROUGH EDUCATION IN LOW-INCOME OR MIDDLE-INCOME COUNTRIES Speaker: Prof. Shaheen Mehtar, Infection Control Africa Network, and Stellenbosch University, Cape Town</p>
	<p>INFECTION CONTROL IN PARAMEDIC SERVICES</p>

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