



## Task Title: Taking Point Form Notes

### OALCF Cover Sheet – Practitioner Copy

**Learner Name:** \_\_\_\_\_

**Date Started:** \_\_\_\_\_

**Date Completed:** \_\_\_\_\_

**Successful Completion:** Yes ☐ No ☐

**Goal Path:** Employment ☐ Apprenticeship ☐

Secondary School ☐ Post Secondary ☐ Independence ☐

**Task Description:** The learner will read an article and take point form notes.

#### Main Competency/Task Group/Level Indicator:

- Find and Use Information/Read continuous text/A1.3
- Communicate Ideas and Information/Write continuous text/B2.2
- Communicate Ideas and Information/Complete and create documents/B3.2b

#### Materials Required:

- Pen/pencil and paper and/or digital device

## Learner Information

Taking notes is an important skill. Many students prefer to take notes on a computer, but there may be times when taking notes by hand is preferred or necessary. Many people also retain information better when writing by hand.

Read “Antibacterial Wipes Spread Nasty Germs”.

### **Antibacterial Wipes Spread Nasty Germs**

Antibacterial wipes used in hospitals may not be having the intended effect, a new study from Wales suggests. The work, done by researchers from Cardiff University's School of Pharmacy, shows that the wipes do not kill high numbers of *Staphylococcus aureus* bacteria. So, if they are used on more than one surface, rather than cleaning they may just be spreading germs around.

The researchers studied three types of wipes – one containing detergent, another containing disinfectants and a third containing a natural anti-microbial product. "We found all three wipes suffered from the same problem, in that they transferred high numbers (of bacteria) and in fact in most cases uncountable numbers to consecutive surfaces," said Gareth Williams a microbiologist who presented the study this week at an American Society for Microbiology conference in Boston. Dr. Williams wouldn't name the products and it is unclear if they would be used in Canadian hospitals. But he said the work shows there is a risk in using similar products if a single wipe is used to clean more than one surface.

Andrew Simor, head of microbiology at Toronto's Sunnybrook Health Sciences Centre, said he wasn't surprised by the findings. "These disinfectants don't kill all the bugs. That's not how they work," said Dr. Simor, who was not involved in the research. "You're physically removing a layer of organisms. But that doesn't necessarily kill them. This makes it easy to pick them up and transfer them to another area. Dr. Simor said that in North America, infection control recommendations would specify that a wipe should be used to clean a single area and then should be discarded.

Dr. Williams and his colleagues started their work by watching how cleaners in an intensive-care unit used the products. "There was a tendency for the staff in the intensive-care to...move on to consecutive surfaces in close proximity to the initial surface. So from a bed rail to a table, for instance...with the same wipe...That set the alarm bells ringing."

They tested whether the three types of wipes could transfer either methicillin-resistant *Staph aureus* –MRSA – or the antibiotic-sensitive form of the bacteria from a surface inoculated with the bugs and whether the germs died if they were directly applied to the wipes. All three types transferred MRSA, though in differing amounts. And none killed sufficient quantities of the bacteria to make reuse of a wipe safe. Dr. Williams said his group is writing guidelines to make clear these products should be used on a single surface only.

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The researchers did not study whether the same effect would be seen in a household if a single wipe was used to clean multiple surfaces. But Dr. Simor said in his estimation these types of products aren't needed in homes. "Our households are not settings where you've got the same risk of spread of infection from the environment to individuals (as hospitals)" he said. "Standard good household practices are really all that's required."

Helen Branswell

The Canadian Press, November 4, 2008

## Work Sheet

**Task 1: Write point form notes from the article. Use indenting to differentiate between major and minor points.**

Answer:

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**Task 2: What would be the title of your notes?**

Answer:

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**Task 3: Using context clues instead of a dictionary, write down the meaning of the following words:**

- **consecutive**
- **proximity**
- **inoculated**
- **estimation**

Answer:

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**Task 4: In two or three sentences, explain the main idea of this article.**

Answer:

## Answers

### **Task 1: Write point form notes from the article. Use indenting to differentiate between major and minor points.**

Answers will vary. A sample response is as follows:

- wipes spread rather than kill germs
- study @ Wales Cardiff University School of Pharmacy under Dr Gareth Williams
  - included 3 kinds of wipes
    - detergent based
    - containing disinfectant
    - containing natural anti-microbial product
  - found they don't kill high levels of Staphylococcus aureus bacteria
  - all 3 types transferred high (uncountable) amounts of bacteria to consecutive surfaces
  - similar products have same risk of used on more than 1 surface
- Dr Simor-microbiology head @ Toronto's Sunnybrook not surprised
  - products don't kill bugs – not how they work
  - products designed to remove layer of organism; then be discarded
- in North America, infection control recommendations would specify that wipe be used to clean a single area and then discarded
- Dr Williams & colleagues watched how cleaners in intensive-care used products
  - used wipes on multiple surfaces near 1<sup>st</sup> surface – bed rail to table
- all 3 wipes could transfer methicillin-resistant Staph aureas (MRSA) or antibiotic-sensitive form of the bacteria to make reusing unsafe
  - writing guidelines to ensure products used on single surface only
- not studied whether single wipe used to clean multiple surfaces in household would have same effect
- Dr Simor's opinion
- these products not needed in homes
  - not the same risk of infection spread from environment to individuals as in hospitals
  - only need standard good house cleaning

**Task 2: What would be the title of your notes?**

Answers will vary. An example would be "Antibacterial Wipes Spread Germs".

**Task 3: Using context clues instead of a dictionary, write down the meaning of the following words:**

- **consecutive**
- **proximity**
- **inoculated**
- **estimation**

Answer:

**consecutive** – something immediately following something else

**proximity** – something nearby or close

**inoculated** – exposed to or infected with

**estimation** – in his opinion, his belief

**Task 4: In two or three sentences, explain the main idea of this article.**

Answers will vary. An example would be: Antibacterial wipes, used in hospitals to kill germs, spread many germs instead of killing them. This was found to be the case in three different types of wipes that were tested, as germs are spread between surfaces by the wipes themselves. Wipes were found to transfer antibiotic-resistant bacteria in hospitals, though household use of wipes was not tested.



## Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
A1.3	integrates several pieces of information from texts			
	manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks			
	identifies the purpose and relevance of texts			
	begins to recognize bias and points of view in texts			
	infers meaning which is not explicit in texts			
B2.2	begins to sequence writing with some attention to organizing principles (e.g. time, importance)			
	uses a limited range of vocabulary and punctuation appropriate to the task			
	begins to select words and tone appropriate to the task			
	begins to organize writing to communicate effectively			
B3.2b	follows conventions to display information in simple documents (e.g. use of font, colour, shading, bulleted lists)			

This task: Was successfully completed ☐ Needs to be tried again ☐

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Learner Comments:

Instructor (print):

Learner (print):