

EMT Just In Time Training Modules, COVID-19

Module F: Familiarizing the staff with the disease and its implications

LEARNING OUTCOMES

1. Outline the main features of the SARS-CoV-2 pandemic
2. Distinguish between facts and myths in relation to the disease
3. Outline the personal consequences for EMT staff involved in combating the disease
4. Identify the potential roles of EMTs in managing the disease within communities

MODULE OVERVIEW

	Topic	Method	Time
1	Introduction	Presentation	3 min
2	Exploring the disease profile	Speed dating info exchange	30 min
3	The roles of EMTs in the fight against COVID-19	Brainstorming exercise	25 min
6	Summary	Presentation	2 min

MODULE PURPOSE

This module is intended as an introductory learning opportunity for all EMT team members to exchange knowledge about the disease, as it applies to the types of healthcare work settings they are likely to be involved in.

A significant proportion of the EMT workforce are not clinical experts, and until now may have relied upon information sources in the public domain. In other cases, staff may have been briefed before new information became known.

This module is a chance to correct any factual misperceptions relating to the disease, share the latest updates, and begin focusing on applications in EMT-specific contexts, such as community treatment centres.

It will provide a foundation upon which to build other Just In Time training topics for all EMT team members, such as IPC, PPE and risk communications.



MODULE LENGTH

60 mins (may be reduced)



MATERIAL & EQUIPMENT

Flip-charts, cards, markers

Speed dating question cards

Audiovisual

Trainer should insert own photos, data slides and video footage to customize issues to fit national context



SUPPORT DOCUMENTS

Trainers and participants are encouraged to review the latest guidance available through WHO platforms, including the Open WHO learning module entitled "Introduction to Emerging respiratory viruses, including COVID-19":

- Available via free enrolment at <https://openwho.org/courses/introduction-to-ncov>

Refer also to EMT Delivering Essential Healthcare Services During COVID Outbreak (word document

MODULE ACTIVITIES

Topic	Method	Notes for delivery
Introduction (3 mins)	Presentation	<p>Slides 1 – 2. State the session learning outcomes and explain the purpose of this module.</p>
Exploring the disease profile (30 mins)	Speed dating info exchange	<p>Note the following activity may need to be adapted in a practical sense to adhere to the latest guidance locally on social distancing.</p> <p>Slide 3. Activity Step 1 (approx 4 mins):</p> <p>Split the participants into pairs, ideally with one person of a medical background in each pair.</p> <p>Trainer then gives each pair a question card with one of the following written on it:</p> <ul style="list-style-type: none"> • What are the origins of COVID-19? • What are the signs and symptoms of COVID-19 in humans? • What are the different categories of case severity being used for COVID-19? • What are the key similarities and differences between COVID-19 and other respiratory syndromes? • What are the ways that COVID-19 is transmitted between people? • Describe the consequences of COVID-19 as they are felt at the local level, and how these contrast with the consequences at national, regional and global levels • What does the latest public guidance recommend in terms of reducing the spread of the disease in a population? • What is the role of testing in a country’s approach to managing COVID-19? • What are the roles of community treatment facilities in managing the disease? • What are the additional risks and recommended safety measures for health workers and their house-sharing families? • What are some myths relating to COVID-19 that have no factual basis? <p>(Note that discussion questions can be substituted or adjusted to cover the most important elements of the disease profile as it applies to the local and national context).</p> <p>Allow time for the pair to discuss their allocated question and prepare a short answer that both team members are comfortable in sharing with others. Participants should refer back to their pre-learning work (e.g. the Open WHO module); those with professional knowledge are also encouraged to bring this out in understandable terms, so that all members of the EMT, regardless of profile can benefit.</p>

		<p>Activity Step 2 (approx 16 mins):</p> <p>Ask participant pairs to now move around the room and meet up with a different pair. The two pairs take it in turns to brief each other using the answers they prepared.</p> <p>Encourage the listening pair to ask probing questions and, where needed, add extra points of information to clarify/supplement the learning exchange.</p> <p>Once both pairs have given their response, they should exchange the question cards and move to meet a different pair. The transaction between pairs should take between 2- 3 mins maximum.</p> <p>The objective of the exercise is for all participant pairs to have received and given the answers to all of the question cards, at least once. Repetition is fine, as it gives different people an opportunity to speak.</p> <p>Activity Step 3 (approx 10 mins):</p> <p>To debrief the exercise, the trainer can take each of the question cards in turn and ask in plenary were there any points of disagreement or unknowns during the speed dating exercise.</p> <p>Slides 4 – 6 (optional). Clarification using slides may be needed, and it is important for the trainer (or another member of the facilitation team) to have sufficient clinical expertise, as well as the latest information, to provide clarification.</p>
<p>The role of EMTs in the fight against COVID-19 (25 mins)</p>	<p>Brainstorming exercise</p>	<p>Reorganise the participants into groups of between 4 – 8 people. The focus of this next activity is to explore the roles that EMT personnel are carrying out in support of the COVID response.</p> <p>Slide 7. Ask each group to split a flip chart into four columns:</p> <ul style="list-style-type: none"> • In the first column, groups list the potential gaps in the health service delivery of their local community (or, if more applicable, the community they are being tasked to support) • In the second column, groups should address each identified gap in turn and list ways in which EMT personnel can contribute • In the third column, groups list the challenges that the EMT might face at the collective level, and also as individual team members, in realizing these contributions • In the fourth column, groups list tools, techniques and further training for overcoming these challenges <p>Allow approx 10 mins for the groups to build their charts.</p> <p>To debrief the activity in plenary, the trainer asks one of the groups to read across the top row from its chart, covering each of the columns in turn and showing how each element is connected: gaps – contributions – challenges – tools/techniques/further training. The</p>

		<p>second group then reads across a different row from its own chart, and so on, until all the main focus areas have been covered. Ideally each of the groups should have a roughly equal chance to contribute. This takes approx 5 minutes.</p> <p>Slide 8 (optional). For the final 10 minutes, the trainer, or another management focal point, can choose to expand on the participant inputs where needed, referring back to earlier operational briefings that clarified the different operational roles in which the EMT's staff is. Depending on the local situation and organizational tasking, examples might include:</p> <ul style="list-style-type: none"> • Establishment, or support to, temporary hospitals • Community treatment centres or other pre-hospital activities • Surge staffing provided to overwhelmed facilities • Provision of equipment and operational support to overwhelmed facilities • Provision of training for staff and management of existing health facilities • Support to local or national health authorities in non-service delivery roles (e.g. advice on coordination or technical issues)
<p>Summary (2 mins)</p>	<p>Presentation</p>	<p>Slide 9. Wrap-up the dialogue, and explain how this session will be built upon further in other Just In Time training activities.</p>

