

# EMT Just In Time Training Modules, COVID-19

## Module H: Personal Protective Equipment (PPE) for COVID

### LEARNING OUTCOMES

1. Identify which PPE items and procedures are recommended for EMT staff in different clinical settings
2. Apply effective practices for putting on and removing PPE in COVID treatment facilities
3. Outline the options for adapting PPE routines within the EMT, based on inventory

### MODULE OVERVIEW

	Topic	Method	Time
1	Introduction	Presentation	2 min
2	Specific applications for EMT operations in the COVID response	Group brainstorming	25 min
3	PPE techniques in action	Skills coaching	30 min
4	Wrap up	Presentation	3 min

### MODULE PURPOSE

This module is intended to complement Just In Time Training Module G – Infection Prevention and Control (IPC), recognizing that using PPE is one element of a wider IPC strategy. Time is dedicated here for EMT staff to practice in a controlled environment with the actual protective equipment they will be using in operations.

The target audience includes all team members (clinical and non-clinical) who are present in health facilities, although there may be additional PPE considerations and techniques applicable to those involved in specific clinical duties (refer to Just In Time Training Module C – Case Management and Task Shifting).

It is strongly recommended that participants complete the relevant Open WHO module – or review the equivalent core materials on COVID-19 PPE – prior to attendance at this session.

### MODULE LENGTH

60 mins

### MATERIAL & EQUIPMENT



Flip chart and pens, post-it notes

Printed handouts of Table 1 on pages 4 – 7 of the WHO document ‘Rational Use of PPE for COVID-19 and considerations during severe shortages’ (1 per participant)

Training supply of PPE items – ideally 1 set per participant, plus spares



### SUPPORT DOCUMENTS

Trainers and participants are encouraged to complete the Open WHO learning module entitled “COVID-19: How to put on and remove personal protective equipment (PPE)”:

- Available via free enrolment at <https://openwho.org/courses/IPC-PPE-EN/items/5NTFquku2AqUop6HxP4Dc>

For those unable to access the Open WHO platform, the key documents and video demonstrations are made available in the electronic folder entitled “Supporting Resource Materials.”

## MODULE ACTIVITIES

Topic	Method	Notes for delivery
Introduction (2 mins)	Presentation	Slides 1 – 2. Introduce the session and objectives
Specific applications for EMT operations in the COVID response (25 mins)	Group brainstorming	<p><u>First step (9 minutes):</u></p> <p>Slide 3. Trainer splits the participants into small groups and asks each group to draw a stick figure on their respective flip chart, turned in a direction so that other groups cannot see.</p> <p>Trainer then presents the following scenarios (more can be added,):</p> <ul style="list-style-type: none"> <li>• Screening / triage</li> <li>• Inpatient ward for COVID patients (no aerosol generating procedures)</li> <li>• Inpatient ward for COVID patients (where aerosol generating procedures are frequently used)</li> <li>• Outpatient consultation room for physical examination of suspected COVID patients</li> </ul> <p>Either assign one scenario to each participant group or, if time permits, have all groups work through each of the scenarios in turn. Groups are then asked to annotate their respective stick figures by drawing on post-it notes the PPE items &amp; procedures they believe are recommended, and sticking them to the chart. This should be a collective decision by each group, involving some discussion. No notes permitted at this stage – where a group is unsure, the trainer encourages them to make an educated guess.</p> <p>Ask the groups to now turn their charts around so that the other groups can see. Ask participants to justify their decision in a rational way. The trainer should clarify the recommended PPE usage and associated procedures in each case, before moving to the next scenario (he/she can read directly from the Table 1 on pages 4 – 7 of the WHO document ‘Rational Use of PPE for COVID-19 and considerations during severe shortages’).</p> <p><u>Second step (9 minutes):</u></p> <p>Slide 4. Now circulate printed copies of Table 1, one copy per participant. Explain that this can be used as an aide memoire for EMT staff, or incorporated into the EMT’s own operational SOPs.</p> <p>Ask groups to reflect on the types of roles that the EMT workforce are fulfilling, and discuss any adaptation of the generic guidance that will be necessary to support the EMT’s actual activities. Groups</p>

		<p>should be encouraged to list their ideas on a new sheet of flip chart paper.</p> <p>Debrief in plenary by asking each group for one or two items from their respective charts and present to the wider room, until all the points are covered.</p> <p><u>Third step (7 minutes):</u></p> <p>Slide 5. The trainer briefly summarises the considerations for decision making processes during severe shortages of PPE (also taken from the WHO guidance document, which participants will be familiar with from their pre-learning).</p> <p>Groups are asked to spend an additional few minutes discussing whether and how these considerations may apply, given the PPE resources available to the EMT. One member of each group is asked to present any conclusions to the other groups.</p>
<p>PPE techniques in action (30 mins)</p>	<p>Skills coaching</p>	<p>Slide 6. This section of the module is designed as a practical complement to the video demonstrations which participants were asked to view as part of their pre-learning.</p> <p>Participants are split into small groups (ratio of 1 trainer for max 4 participants). Those who are least familiar with using PPE should be divided across the groups.</p> <p>Where training equipment is limited, the following sequence of practice activities may need to be staggered or adjusted so that everyone has sufficient opportunity:</p> <ul style="list-style-type: none"> <li>• Within each group, one person is asked to volunteer in donning the appropriate PPE for <b>contact and droplet precautions</b>. While he/she is performing the task, the trainer commentates with key teaching points for the benefit of those participants observing, corrects behaviours where necessary, and deals with any questions.</li> <li>• The remaining participants then perform the same donning task under the trainer’s close supervision.</li> <li>• Once all participants are properly wearing the PPE, the trainer asks for another member of the group to demonstrate the doffing procedure, again with coaching commentary.</li> <li>• Following the demo and any further questions, the remaining participants practice safe removal of the equipment.</li> <li>• Techniques for safely disposing PPE items after use may be covered with a simulated demo.</li> </ul>

		<p>Where relevant, the above training process can then be replicated using PPE for <b>aerosol precautions</b>.</p> <p>For those performing clinical duties whilst wearing PPE, special discussion may be needed to ensure the PPE remains effective and properly positioned during the actual procedures. This may also be covered in the practical skills component of Just In Time Training Module C – Case Management and Task Shifting (see appropriate session plan).</p>
Wrap up (3 mins)	Presentation	Slide 7. Conclude and wrap-up the discussion.

