COVID-19 Community Awareness

Facilitator Guide

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Midwest Consortium for Hazardous Waste Worker Training

Acknowledgments

The Midwest Consortium developed this course under cooperative agreement number U45 ES 06184 from the National Institute of Environmental Health Sciences for community members who may be impacted by COVID-19.

See https://mwc.umn.edu for a listing of contacts at each member institution and additional information. We encourage you to comment on these materials.

Warning

The Midwest Consortium has copyrighted this material. A recipient of the material, other than the Federal Government, may not reproduce it without permission of the copyright owner. The material was prepared for use by instructors experienced in the training of persons who may be impacted by COVID-19. Authors of this material have prepared it for the training as of the date specified on the title page. Users are cautioned that the subject is constantly evolving. Therefore, the material may require additions, deletions, or modifications to incorporate the effects of that evolution occurring after the date of this material preparation.

Disclaimer

This training is intended raise awareness of residents and workers regarding exposure prevention and health impacts of COVID-19. It does not provide the necessary hazard recognition and protective skills required to perform jobs with risk of high exposure to COVID-19 or emergency response activities related to COVID-19. To undertake any of these activities, additional training is necessary.

Content was updated November 3, 2021 and all web links are active as of that date; if you find an error, please inform the facilitator so that it can be updated.

Table of Contents

Overview

The Midwest Consortium developed this course for community members who may be impacted by COVID-19. By following the outlined format and activities in this guide, you will be better able to enhance learning, stimulate participant discussion, and achieve the training objectives.

The program is designed to be tailored for the needs of participants. It is expected that 2 hours are needed for the program.

Breaks are not part of the training hours.

For each session, it is the responsibility of the training center staff to develop/assemble the following:

- o Agenda and Lesson Plan (retain in program file)

- o Supplemental Activities (if used more than once, send to the MWC to be put into the standardized format and made available to other centers.)

- o Sufficient electronic resources for participant use (as appropriate)

- o Registration, sign-in and evaluation forms

The Midwest Consortium for Hazardous Waste Worker Training is devoted to professional instructor freedom while maintaining consistency of training. If you are a new trainer, the lead trainer at your center will provide assistance and initially will

observe programs you facilitate. You may be asked to team-teach with an experienced trainer as you gain skills in MWC programs. If programs exceed 25 participants, 2 facilitators are needed for any activity. One way to maintain appropriate facilitator:participant ratio is to have facilitators join breakout sessions.

Instructor Preparation

Every facilitator should be familiar with the material in this Facilitator Guide, as well as the corresponding PowerPoint presentations.

Carefully review the section(s) of the Facilitator Guide which correspond to the topics you are teaching before preparing your lesson. Lesson plan forms shown on the next two pages may be helpful when drafting your presentation outline.

Suggested Agenda

Introduction	10 minutes
COVID-19 basics	25 minutes
Health inequities	15 minutes
Modules (2 or 3 of following)	60 minutes total

- Cleaning and disinfecting

- Mental health

- Testing: why, where, what is it like?

- Isolation/quarantine/emergency plan

- More than just face masks! (utilizing hierarchy of control)

- Vaccinations

Closing and Evaluation	10 minutes

Lesson Plan Form 1

Teaching Methods for This Lesson Plan (check each method you will use)	Audiovisual Requirements (check each that is needed)
_ Lecture _ Discussion _ Question and answer _ Hands-on simulation _ Team teaching _ Small-group activities _ Case study _ Other (describe):	_ Training handbook _ Supplemental handbook material _ Online platform (Zoom etc) _ Web Sites loaded on devices: _ Easel and Easel Paper _ Hands-on simulation _ Other (describe):
Reference Materials (list all materials needed--paper or electronic)	**Special Space or Facility Requirements**
	(List any room size or special facility regulations here, such as set-up areas, equipment storage concerns, etc.)

Suggested Discussion Questions (think in advance what you might be asked, and prepare responses)	Suggested Instructor Preparation (consult with others as needed to improve preparation skills)

Lesson Plan Form 2—use to organize your facilitation.

Subject Area or Element	Detail	Reference Number or Citation
Major subject heading or Roman numeral item from outline format.	Detailed breakdown of subject area or element. This detail will necessarily occupy more space than shown here.	e.g., page number in training handbook, section number of regulation, or audiovisual material.

Instructional Resources

The instructional resources listed below may be useful in preparation and during the program. Note other resources are found in individual sections of this Guide.

CDC - https://www.cdc.gov/coronavirus/2019-ncov/index.html
NIEHS - https://tools.niehs.nih.gov/wetp/covid19worker/index.cfm

Presentation of Material

Graphics and Audiovisuals

Photographs, sketches, charts, posters, short videos, and PowerPoint slides are useful training tools and may be introduced in the lesson where appropriate.

PowerPoint slides should be limited to those which support lesson presentation. Avoid using one-word slides, slides with term definitions, and slides as lecture outlines. These types of slides are not effective at keeping trainee attention. Effective slides contain color graphics, questions, and short review lists.

Activities

Activities are incorporated, to involve trainees in clarifying information, identifying options, and applying skills.

Participants may complete the activities on their own and share their results with the group, or as small groups, with report back to the larger group.

Activities enhance the learning process; therefore, it is strongly recommended that you make activities and discussions comfortable so that everyone can participate. Assume that every class will have participants with a wide range of communication skills. Some trainees will have no problems participating in group discussion, while others may have a hard time talking in front of the group.

Suggestions for facilitating group activities and discussions include:

- Allow trainees to freely express their values, attitudes, and opinions.
- Do not judge trainee's responses.

- Facilitate discussion by paraphrasing and clarifying. It is seldom appropriate for the instructor to give opinions.
- Avoid putting people on the spot. Instead of asking individuals for answers, have a volunteer spokesperson present findings to the entire group.
- Keep the groups focused on the task at hand. Because small-group activities can draw heavily on the trainees' personal experience, sometimes conversation can drift.
- Be alert to the potential for one person to dominate work in small groups. If you see this happening, facilitate participation by other members of the group.
- Keep the trainees alert and interested by encouraging participation. If the groups are not participating or giving only cursory answers, ask them probing questions linked to previous work or life experiences.

Evaluation

Evaluation provides input from participants regarding value to them, achievement of learning objectives and insights into how to improve the program. NIEHS supports 'model programs' that employ interactive training methods to build skills; see https://tools.niehs.nih.gov/wetp/public/hasl_get_blob.cfm?ID=11266&file_name=WTP_Minimum_Criteria_062818_Final_508.pdf. Collection and use of evaluation data are key to program improvement. Adherence to these criteria is a term-and-condition of NIEHS funding.

Evaluation forms are shown at http://mwc.umn.edu

Successful completion of the program is based on attendance, documented with the sign-in sheet.

Introduction

Time Requirement: 10 minutes

Number of Instructors: 1

Materials

- Registration forms
- Technology

Overall Objectives

When completed, participants will be better able to:

➢ Explain basic facts about COVID-19
➢ Assess risk of exposure to COVID-19
➢ Define key steps in prevention and infection control
➢ Identify health inequities associated with COVID-19
➢ Describe other detailed aspects of COVID-19 such as mental health, testing, and vaccinations

During the brief introduction, the following will be accomplished:

- ➢ Introductions
- ➢ Registration
- ➢ Sign-in
- ➢ Assessment of participant interests, for selection of optional modules

Teaching Methods

The introduction combines presentation with discussion. It is important as an instructor to gauge the level of knowledge of the participants.

Suggested Instructor Preparation

- Identify needs of participants
- Prepare lesson plan
- Review lesson plan with any other facilitators

Minimum Content Requirements

- Introduction of facilitator(s), program, participants (if appropriate)
- Complete registration forms (if not done in advance)
- Everyone signs in
- Selection of optional modules, if not already decided

Questions You May be Asked

1. How do I find more information on…?

The internet and the local library are resources for researching. Use only trusted internet sources such as government websites. Avoid independent opinion blogs, newsletters, and unverified groups.

Presentation of the Session

The session can be presented as follows:

Introduction

Introduce facilitator(s) and provide needed orientation. Review MWC, NIEHS 'model programs' and uses of evaluation. Note that attendance is required for the duration of the program.

Review the goals of the program:

  ➢ Explain basic facts about COVID-19
  ➢ Assess risk of exposure to COVID-19
  ➢ Define key steps in prevention and infection control
  ➢ Identify health inequities associated with COVID-19
  ➢ Describe other detailed aspects of COVID-19 such as mental health, testing, and vaccination

If appropriate, ask participants to introduce themselves and what each wants to gain from the session. Note any goals identified by participants that are not in the listing above - address any that may fit with the session materials and describe why remaining goals are outside the scope of this training.

Collect any forms and provide to program staff for retention.

POLL participants to identify which optional modules to select, if not already known. This may be done verbally during an in-person or synchronous online program, or with a poll prepared before the program in Zoom or a similar online platform for a synchronous online program.

COVID-19 Basics & Safety Precautions

Time Requirement: 25 minutes

Number of Instructors: 1 or more, consistent with ratio in Minimum Criteria

Materials

- Technology
- Facilitator Guide
- PowerPoint

Objectives

When completed, participants will be better able to:

- ➢ Explain basic facts about COVID-19
- ➢ Assess risk of exposure to COVID-19
- ➢ Define key steps in prevention and infection control

Teaching Methods

- Presentation/discussion
- Activities - individual or small group

Suggested Instructor Preparation

- Review this guidance
- Review the PowerPoint. Update content as necessary. Be prepared to point out adequate and inadequate protective measures for the slides titled "Are these safeguards adequate?"
- Review the lesson plan
- Review CDC for any updates: https://www.cdc.gov/coronavirus/2019-ncov/index.html

Minimum Content Requirements

The following are minimum content objectives for the session:

- COVID-19 basics: what it is, how it spreads, health effects
- Exposure reduction, including handwashing and facemasks
- Activity: Identify adequate protection

Questions You May be Asked

1. Will (insert home remedy) protect me from the virus?

Communicate the known effective strategies (vaccination, handwashing, physical distancing, face masks, cleaning and disinfecting). The effectiveness of other strategies is unknown (or known to be not effective).

Resources

COVID-19 Awareness for Communities PowerPoint

CDC - https://www.cdc.gov/coronavirus/2019-ncov/index.html
NIEHS - https://tools.niehs.nih.gov/wetp/covid19worker/index.cfm

Presentation of Material

The session can be presented as follows. The accompanying PowerPoint may be used to facilitate this session.

COVID-19 (10 minutes)

Introduce the SARS-CoV-2 virus:

- Worldwide health impact

- How it spreads

- Symptoms

COVID-19 Safety (5 minutes)

- Basic safety precautions

- Handwashing

- Hierarchy of Controls

- Facial protection

Activity – COVID-19 Safety (10 minutes)

Conduct a "hands on" activity by which participants apply the safety material covered. Slides titled "Are these safeguards adequate?" in the accompanying PowerPoint presentation contain a suitable activity.

Review the activity, providing correct responses and clearing up any confusion. If you are not able to cover all activity slides during the allotted time, it is advisable to cover those that you can in a complete manner during that time and then move on to the next part of the program.

HEALTH INEQUITIES

The session is presented according to your lesson plan.

Time Requirement: 15 minutes

Number of instructors: 1 or more, consistent with ratio in Minimum Criteria

Materials

- Technology
- Facilitator Guide
- PowerPoint

Objectives

When completed, participants will be better able to:

➢ Identify groups that may be disproportionately affected by COVID-19
➢ Describe COVID-19 health inequities
➢ Identify potential paths for reducing health inequities

Teaching Methods

- Presentation/discussion
- Activity - individual or small group

Suggested Instructor Preparation

- Review this guidance
- Review the PowerPoint. Update slides with recent U.S. and state-specific data. Additional state-specific data sources can be found in the State specific PowerPoint, which will need to be updated to be timely.
- Review the lesson plan

Minimum Content Requirements

The following are minimum content objectives for the session:

- Health inequities related to COVID-19
- Activity: Discuss health inequities related to COVID-19

Questions You May Be Asked

1. Where can I get more information about ….?

The internet and the local library are resources for researching. Use only trusted internet sources such as government websites. Avoid independent opinion blogs, newsletters, and unverified groups.

Resources

PowerPoint and State-specific data PowerPoint

CDC - https://www.cdc.gov/coronavirus/2019-ncov/community/health-equity/race-ethnicity.html

NIEHS - https://tools.niehs.nih.gov/wetp/covid19worker/

Presentation of the Session

The session can be presented as follows. The accompanying PowerPoint may be used to facilitate the session.

Health inequities (10 minutes)

- Who is affected by COVID-19 health inequities?
  - Show U.S. and state specific data
- What are COVID-19 health inequities?
- What is equity?
- What are potential paths to reduce these inequities?

Activity – Health inequities (5 minutes)

Below are potential discussion questions. Select one or more and have small group discussion (or individual review/consideration).

1. What are barriers to health equity that you have observed? (Can be something you experienced personally or have seen people in your community experience)

2. Do you feel adequate mental health resources are available to all segments of the population? What are examples?

3. Could education be considered a basic need? How might access to education improve health equity?

4. What are existing assets in your community that promote health equity? (policies, organizations, infrastructure etc.)

MODULES

Time Requirement: 60 minutes total
Number of Instructors: 1 or more, consistent with ratio in the Minimum Criteria

Based on input from the participants, perhaps from a poll at the beginning of the program, the remainder of the time will be tailored to the interests of the participants. Of the 7 modules listed below, 2-3 should be selected. Guidance for each of the modules follows this page.

- Cleaning and disinfecting

- Mental health

- Testing: why, where, what is it like?

- Isolation/quarantine/emergency plan

- More than just face masks! (utilizing hierarchy of control)

- Vaccinations

CLEANING AND DISINFECTING

The COVID-19 virus can live for hours or days on surfaces. Cleaning and disinfecting is an important way to protect yourself from exposure to COVID-19.

Time Requirement: 20-30 minutes

Number of Instructors: 1 or more, consistent with ratio in Minimum Criteria

Materials

- Technology
- Facilitator Guide
- PowerPoint

Objectives

When completed, participants will be better able to:

> ➢ Identify frequently contaminated surfaces
>
> ➢ Identify the proper disinfectant for use
>
> ➢ Identify safest disinfectants for use
>
> ➢ Describe how to safely and effectively disinfect surfaces

Teaching Methods

- Presentation/discussion
- Activity - individual or small group

Suggested Instructor Preparation

- U.S. Environmental Protection Agency List N Tool found at:
  https://cfpub.epa.gov/giwiz/disinfectants/index.cfm
- Review NIEHS Cleaning Disinfecting COVID-19 training tool, Module 3, Cleaning & Disinfecting
  https://tools.niehs.nih.gov/wetp/public/hasl_get_blob.cfm?ID=11922
- Review this guidance
- Review the lesson plan
- Review CDC guidance found here: https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/disinfecting-your-home.html

Minimum Content Requirements

The following are minimum content objectives for the session:

- Cleaning and disinfecting to prevent COVID-19
- Activity: Cleaning and Disinfecting

Questions You May Be Asked

1. Can I make my own disinfectant?

Yes, if other products are not available. Advise caution when using bleach. Provide participants with CDC guidance found here: https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/disinfecting-your-home.html

2. How often should I clean and disinfect?

Frequently touched surfaces should be cleaned daily. Disinfectants should be used less frequently.

Resources

The instructional resources listed below will be reviewed by the facilitator before presenting the exercise. The NIEHS training module will not be presented but should be understood by the facilitator. The facilitator and participants will utilize the U.S. EPA List N Tool.

*   NIEHS Cleaning Disinfecting COVID-19 training tool, Module 3, Cleaning & Disinfecting https://tools.niehs.nih.gov/wetp/public/hasl_get_blob.cfm?ID=11922

*   U.S. Environmental Protection Agency List N Tool: https://cfpub.epa.gov/giwiz/disinfectants/index.cfm

Other resources
*   University of Washington. "Safer Cleaning, Sanitizing, and Disinfecting Strategies to Reduce and Prevent Covid-19 Transmission." https://osha.washington.edu/sites/default/files/documents/FactSheet_Cleaning_Final_UWDEOHS_0.pdf
*   Western States Pediatric Environmental Health Specialty Unit. "Safer Disinfectant Use During the Covid-19 Pandemic." http://wspehsu.ucsf.edu/wp-content/uploads/2020/04/safer_disinfect_fxsht_0405.pdf
*   National Pesticide Information Center. "Using Disinfectants to Control the COVID-19 Virus." http://npic.orst.edu/ingred/ptype/amicrob/covid19.html
*   EPA. "Six steps for safe and effective disinfectant use." https://www.epa.gov/sites/production/files/2020-04/documents/disinfectants-onepager.pdf

- CDC. "Cleaning and disinfecting your home." https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/disinfecting-your-home.html

Presentation of the Session

The session can be presented as follows. The accompanying PowerPoint may be used to facilitate this session.

Cleaning and Disinfecting (10 minutes)

Using the provided PowerPoint, cover the material on cleaning and disinfecting. The Facilitator will follow the link to the List N Tool and input a cleaning product to use as an example in order to show how to navigate this website tool. This will lead directly to the activity in which individuals or groups navigate on their own through the List N Tool.

Activity – Cleaning and Disinfecting (10 minutes)

Activity can be individual or small group oriented.

Activity: Select the cleaning product you are using at home. Using the List N Tool at https://cfpub.epa.gov/giwiz/disinfectants/index.cfm check to see if your cleaning product kills COVID-19 and how long your product must stay on a surface to be effective.

Ask participants to consider these questions as they work through the exercise:

Is your disinfectant on List N? How long does it need to remain on a surface to work?

Are there products that are safer? Disinfectants that have citric acid, hydrogen peroxide, L-lactic acid, ethanol, isopropanol, peracetic acid, and sodium bisulfate as active ingredients are safer for human health and the environment.

Are there products that are safe and work faster than what you have been using?

After the exercise, bring everyone together and review the questions above with their results. Try to steer participants to the conclusion that users will have to weigh the safeness of the active ingredient with the amount of time it must stay on a surface to be effective in order to choose the safest product for their personal use.

MENTAL HEALTH

Isolation and physical distancing are essential to protecting one's self from COVID-19 exposure. This isolation can cause mental health issues in otherwise healthy individuals as well as exasperate problems in those individuals already suffering from mental health problems.

Time Requirement: 20-30 minutes

Number of Instructors: 1 or more, consistent with ratio in Minimum Criteria

Materials

- Technology
- Facilitator Guide
- PowerPoint

Objectives

When completed, participants will be better able to:

- Describe methods to maintain mental health through self-care and stress management

- Describe methods to support others by reaching out to co-workers, family

- Access the Substance Abuse and Mental Health Services Administration (SAMHSA) Disaster App

- Identify resources for mental health

Teaching Methods

- Presentation/discussion

- Activity - individual or small group

Suggested Instructor Preparation

- Review this guidance

- Review the lesson plan

- Review the PowerPoint

- Identify local mental health resources

- Review NIEHS Tool – Protecting Workers from COVID-19 in the Workplace – Module 4: Resilience: Protecting Mental Health – https://tools.niehs.nih.gov/wetp/public/hasl_get_blob.cfm?ID=11922

- Review 4 fact sheets found at: https://tools.niehs.nih.gov/wetp/index.cfm?id=2528 in English and Spanish

  o When Terrible Things Happen: What You May Experience – What Helps and What Does Not

  o Connecting with Others: Giving and Receiving Social Support

  o Information for Families: When a Family Member Is Traumatized at Work

  o Caring for Yourself in the Face of Difficult Work

Minimum Content Requirements

The following are minimum content objectives for the session:

- Protecting mental health
- Activity: Caring for yourself

Questions You May Be Asked

1. Where can I get more information?

 Be prepared to provide local and national resources.

Resources

The instructional resources listed below will be reviewed by the facilitator before presenting the exercise.

The Mental Health and COVID-19 PowerPoint will be the main resource for the module. The module contains many links that can be followed during the presentation and a list should be provided for participants after the presentation.

The link to all four Fact Sheets are found within the presentation. The Fact Sheets, however, should be provided to participants through online download so they will have copies available for the activity and for future reference.

Documents:

Mental Health and COVID-19 PowerPoint
Caring For Yourself Fact Sheet
Information for Families Fact Sheet
Connecting with Others Fact Sheet
When Terrible Things Happen Fact Sheet

Links:

https://tools.niehs.nih.gov/wetp/index.cfm?id=2528
http://store.samhsa.gov/product/samhsa-disaster
https://youtu.be/o-kMJBWk9E0
http://www.cdc.gov/
http://www.osha.gov/
http://www.who.int/en/

http://www.cdc.gov/NIOSH/
https://tools.niehs.nih.gov/wetp/index.cfm?id=2554

Presentation of the Session

The session can be presented as follows. The Facilitator will present the Mental Health and COVID-19 PowerPoint and discuss each link resource briefly as time allows.

Using the Activity PowerPoint slide, allow participants to begin the activity using the *Caring For Yourself in the Face of Difficult Work* NIH Worksheet.

Mental Health (10 minutes)

The accompanying PowerPoint uses an abridged PowerPoint version of Module 4 from NIEHS as the content for presentation. This version covers the basics of mental health and provides links to various resources. The facilitator should present this abridged PowerPoint and also provide a list of all the links covered in the module. This will provide participants an overview of mental health issues and provide links to resources like fact sheets as well as resources for help if one is suffering from mental health issues.

Due to time limitations, in-depth coverage will not be possible. However, one of the pages in the module references the four fact sheets included as resources. One of the fact sheets is used for the activity. The activity will allow participants to delve deeper into one of the resources available. Hopefully, this will lead them to learn more about other resources they can access. Perhaps the most important aspect of this exercise is to provide resources for those seeking help.

Activity – Caring for yourself (10 minutes)

The isolation and abrupt shift in lifestyle due to the COVID-19 pandemic can have similar effects as a worker facing difficult work. Using the Caring For Yourself in the Face of Difficult Work NIH Worksheet, have individuals or small groups review the four areas of self-care. Ask participants to answer the questions or complete the actions below.

How do you rate your health in the four areas of sleeping, eating, exercise, and social interaction?

Due to COVID-19 restrictions, make a list of things you cannot control that decreases your mental health.

Are there things in your control that you can change to live a healthier lifestyle?

What other things, not listed in the worksheet, can you do to protect and improve your mental health in order to cope with COVID-19?

TESTING: WHY, WHERE, WHAT IS IT LIKE?

Time Requirement: 20-30 minutes

Number of Instructors: 1 or more, consistent with ratio in Minimum Criteria

Materials

- Technology
- Facilitator Guide
- PowerPoint

Objectives

When completed, participants will be better able to:

- Describe the importance of testing
- Describe COVID-19 testing basics – who, accuracy, length, cost
- Describe the COVID-19 testing process
- Identify nearby testing locations
- Describe case investigation and contact tracing

Teaching Methods

- Presentation/discussion
- Activity - individual or small group

Suggested Instructor Preparation

- Review this guidance
- Review the lesson plan
- Identify local testing locations and costs

Minimum Content Requirements

The following are minimum content objectives for the session:

- COVID-19 testing
- Contact tracing and case investigation
- Activity

Questions You May Be Asked

1. How can I find testing centers near me?

   You can visit your state
   (https://www.cdc.gov/publichealthgateway/healthdirectories/healthdepartments.html)
   or local (https://www.naccho.org/membership/lhd-directory) health department
   websites for information, or search for community testing site at the US Health and
   Human Services Department here: https://www.hhs.gov/coronavirus/community-
   based-testing-sites/index.html, or call your healthcare provider.

2. How long does it take to get results?

   It depends on the test type and if the labs are backed up. Rapid tests can provide
   results in just 15 minutes. Usually you get results within a few days.

3. How accurate are the results?

Accuracy can vary based on factors including the test type and duration of illness but is roughly 90-100%.

4. Is testing free?

COVID-19 testing is available at no-cost or low cost to everyone in the US, even those without insurance.

Resources

CDC

- https://www.cdc.gov/vaccines/covid-19/index.html
- https://www.cdc.gov/coronavirus/2019-ncov/downloads/vaccines/facts-covid-vaccines-english-508.pdf
- US Health and Human Services Department (community test sites): https://www.hhs.gov/coronavirus/community-based-testing-sites/index.html
- State health department website locator: https://www.cdc.gov/publichealthgateway/healthdirectories/healthdepartments.html
- Local health department website locator: https://www.naccho.org/membership/lhd-directory

Presentation of the Session

The session can be presented as follows. The accompanying PowerPoint may be used to facilitate this session.

Testing (10 minutes)

Introduce participants to COVID-19 testing by covering the following points:

1) Why is COVID-19 testing important?

   - COVID-19 affects people of all races and ethnicities. Testing is an important public health response to COVID-19 because it identifies those who are sick.

Then these individuals can stay away from others to keep them from getting sick as well.

- It's important that you participate in COVID-19 testing if you have been exposed, even if you don't have symptoms.

2) Where can I get tested?

Testing can be done at community-based sites as well as local clinics. Many people, especially communities of color, prefer to get tests from a community site. Talk to your trusted community-based organization or community leaders to help you find the nearest testing site. You can visit your state (https://www.cdc.gov/publichealthgateway/healthdirectories/healthdepartments.html) or local (https://www.naccho.org/membership/lhd-directory) health department websites for information, or search for community testing site at the US Health and Human Services Department here: https://www.hhs.gov/coronavirus/community-based-testing-sites/index.html, or call your healthcare provider.

3) What is the COVID-19 testing process?

- COVID-19 testing is no-cost or low-cost, even for the uninsured.

- There are four ways to get tested: nostril, saliva, back of the throat or deep inside the nose. Some individuals experience discomfort with the deep nasal swab. If you are not interested in having a deep nasal swab you can have the back of the throat or the saliva test.

- If you get tested at a clinic:
  - Your health care provider will test you
  - It will be sent to a lab
  - The lab sends the results back to your provider
  - Your provider will call you with the results

- If you get tested at a community-based testing site:
  - A COVID-19 community response worker will collect your name and contact information. They will share health education material with you.
  - Your test will be done by a healthcare provider or public health practitioner who is from the clinic and local government.
  - It will be sent to a lab.
  - The lab sends the results back to the health care provider and the City or County health department.

- o You will hear from the community-based organization that co-organized the COVID-19 test and the City or County Health Department.

4) Case Investigation and Contact Tracing

- Many people do not understand the concepts of case investigation and contact tracing and they do not like people randomly calling their houses and asking questions. This is especially true for individuals for whom English is their second language. If you get these calls from the Health Department, ask for an interpreter and someone who understands your culture. You can call your local community-based organization to help you with the process.

- A case investigator will ask questions about symptoms, how you may have been infected and who you may have infected. This only happens when the person is COVID-19 positive.

- Contact tracers will follow up with anyone you may have come into contact with while infectious including at your workplace, your home, places visited, and gatherings you attended.

Activity – Testing (10 minutes)

Have small groups or individuals consider the following questions:

1. If you know someone who has been tested for COVID-19, what was it like?

2. What are some reasons to get tested?

3. What are some reasons to be hesitant?

4. What barriers to testing are there for people in your community?

ISOLATION/QUARANTINE/EMERGENCY PLAN

Time Requirement: 20-30 minutes

Number of Instructors: 1 or more, consistent with ratio in Minimum Criteria

Materials

- Technology
- Facilitator Guide
- PowerPoint

Objectives

When completed, participants will be better able to:

- Describe how to isolate and quarantine
- Identify the importance of isolation and quarantine
- Describe how to prepare for isolation or quarantine

Teaching Methods

- Presentation/discussion
- Activity - individual or small group

Suggested Instructor Preparation

- Review this guidance
- Review the PowerPoint
- Review the lesson plan
- Review CDC guidance found here:
    - Isolation https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/isolation.html
    - Quarantine https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html

Minimum Content Requirements

The following are minimum content objectives for the session:

- Isolation and Quarantining
- Activity: Make a plan

Questions You May Be Asked

1. Will my employer still pay me if I am isolated or quarantined?

Refer participants to the Department of Labor COVID-19 website here:.

https://www.dol.gov/agencies/whd/pandemic/ffcra-employee-paid-leave

Resources

Isolation https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/isolation.html

Quarantine https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html

Presentation of the Session

The session can be presented as follows. The accompanying PowerPoint may be used to facilitate this session.

Isolation and Quarantine (10 minutes)

- How to isolate and quarantine
- The importance of isolation and quarantine
- How to prepare for isolation or quarantine

Activity – Make a Plan (10 minutes)

Have the participants work as individuals or in small groups and do the activity below.

- Make a list of essential items your household needs to be ready for isolation or quarantine
- Plan how to keep people apart from one another in your home
- If someone in your home needs extra care, plan how to provide what is needed
- Decide who outside your home could help

MORE THAN JUST FACE MASKS! USING HIERARCHY OF CONTROLS

Time Requirement: 20-30 minutes

Number of Instructors: 1 or more, consistent with ratio in Minimum Criteria

Materials

- Technology
- Facilitator Guide
- PowerPoint

Objectives

When completed, participants will be better able to:

- Describe home and work strategies to reduce exposure to COVID-19

Teaching Methods

- Presentation/discussion
- Activity - individual or small group

Suggested Instructor Preparation

- Review this guidance
- Review the PowerPoint
- Review the lesson plan

Minimum Content Requirements

The following are minimum content objectives for the session:

- Hierarchy of Controls for COVID-19
- Activity: Hierarchy of Controls

Questions You May Be Asked

1. What should I do if my employer or co-workers won't keep my workplace safe?

The response to this question may vary by state and locality. Be prepared by understanding what may apply to your specific audience.

Resources

- NIEHS Essential and Returning Workers Training Tool:
  https://tools.niehs.nih.gov/wetp/covid19worker/index.cfm
- Cornell University: https://ehs.cornell.edu/campus-health-safety/occupational-health/covid-19/covid-19-hierarchy-controls

Presentation of the Session

The session can be presented as follows. The accompanying PowerPoint may be used to facilitate this session.

Hierarchy of Controls (10 minutes)

- Hierarchy of Controls

- o Elimination

- o Engineering controls

- o Administrative controls

- o Personal protective equipment (PPE)

Activity – Hierarchy of Controls (10 minutes)

Using the PowerPoint activity slide to display the Hierarchy of Controls, have individuals or small groups discuss the questions shown.

What steps has your workplace taken to keep workers safe from COVID-19? What else can be done? (see hierarchy of control model)

What steps can you use in your home to keep your family safe?

When back together, review the questions and clear up any confusion.

VACCINATIONS

Time Requirement: 20-30 minutes

Number of Instructors: 1 or more, consistent with ratio in Minimum Criteria

Materials

- Technology
- Facilitator Guide
- PowerPoint

Objectives

When completed, participants will be better able to:

- Describe the importance of vaccination
- Identify COVID-19 vaccination basics – who, effectiveness, side effects, cost
- Describe the COVID-19 vaccination process

Teaching Methods

- Presentation/discussion
- Activity - individual or small group

Suggested Instructor Preparation

- Review this guidance, including electronic resources
- Review the lesson plan
- Review recent local, state, and national information that may be relevant to your audience
- Update the PowerPoint as needed

Minimum Content Requirements

The following are minimum content objectives for the session:

- COVID-19 vaccinations
- Activity

Questions You May Be Asked

1. Where can I get my vaccination? Use https://www.vaccines.gov/search/. Or text your zip code to 438829 or call 1-800-232-0233. You can also ask your health care provider or local pharmacy.

2. What are the side effects? The vaccines have been tested for safety. If you do experience side effects, that simply means the vaccine is working. The vaccine can not make you sick with COVID-19. Most people who experience side effects say they are mild and last about a day. Common side effects include fatigue, mild fever or headache. There is a very small chance that a more severe side effect will occur.

3. Is vaccination free? The government is covering the cost of the COVID-19 vaccination so it should be free, even if you do not have insurance.

Resources

CDC

https://www.cdc.gov/vaccines/covid-19/index.html

https://www.cdc.gov/coronavirus/2019-ncov/downloads/vaccines/facts-covid-vaccines-english-508.pdf

NIEHS

https://tools.niehs.nih.gov/wetp/covid19worker/

Presentation of the Session

The session can be presented as follows. The accompanying PowerPoint may be used to facilitate this session.

Vaccinations (10 minutes)

- The importance of being vaccinated
- COVID-19 vaccination basics – who, effectiveness, side effects, cost
- The COVID-19 vaccination process

Activity – Vaccinations (10 minutes)

In small groups or individuals, consider the following questions:

1. What are some reasons to be vaccinated?
2. What are some reasons to be hesitant?
3. What barriers are there to vaccination for people in your community?

Closing and Program Evaluation

Time Requirement: 10 minutes

Number of Instructors: 1 or more, consistent with ratio in Minimum Criteria

Materials

- Evaluation forms

Objectives

➢ Review program objectives

➢ Answer questions

➢ Collect feedback (evaluation forms)

Teaching Methods

- Discussion

Suggested Instructor Preparation

- Assure you have evaluation forms prior to the program.

Minimum Content Requirements

The following are minimum content requirements for the section:

- Evaluation
- Answer questions
- Provide certificates for those who met the definition of successful completion; provide remediation according to Training Center and MWC policy for anyone who did not attend the entire program.

Questions You May Be Asked

1. "How do I get more training?"

Provide your schedule and reference other MWC members who provide the needed training.

Presentation of the Session

Thank participants for attending the program.

Review the goals of the program.

This is an opportunity for final questions and to assure that the list of questions has been addressed during the program.

Evaluation is important to continued program improvement. This should not be rushed.