



## Project Firstline Session Plans

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# Topic Eight: PPE Part 2 – Gloves & Gowns Session Plan

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# Overview of Sessions

The following Session Plans for **Topic Eight: PPE Part 2 – Gloves & Gowns** are to help guide you, as a provider of the Project Firstline training, with the necessary support to use Project Firstline materials to create well-rounded training events and educate your audience about infection control.

## Facilitator Instructions

### Choose Your Session

There are three different session lengths for you to choose from based on time available for training:

- 60 minutes (e.g., dedicated training session)
- 20 minutes (e.g., “Lunch and Learn” or agenda add-on)
- 10 minutes (e.g., “micro-learning” or agenda add-on)

Due to time constraints, the 10- and 20-minute sessions will have less opportunity for interactive discussion. We invite you to extend sessions for greater engagement whenever possible. We have also provided recommendations for using chat functions and other activities to draw your audience into the materials when you are limited to only a short amount of time.

These time lengths are not intended to be prescriptive and are instead provided simply as a tool that you may tailor to best match your specific audience and needs. When you schedule your session, use your knowledge of your audience’s availability and learning needs to adapt these materials as needed.

### Session Materials

- Four different Session Plans: 60 minutes, 20 minutes, 10 minutes (Gloves), and 10 minutes (Gowns)
- Corresponding PowerPoint slide decks: 60 minutes, 20 minutes, 10 minutes (Gloves), and 10 minutes (Gowns)
- Links to *Inside Infection Control* by CDC’s Project Firstline videos: Episodes 11 and 12, *Why Are Gloves Recommended for COVID-19?* and *Why Are Gowns Recommended for COVID-19?*

## Using the Materials

The sample materials are presented in sequence. You may, however, mix and match content to meet participant needs. Things to know:

- Use the plans and slides as guides for your presentation.
- The slide numbers in the Session Plans correspond to the companion slide decks provided.
- We encourage you to customize the look and feel of the presentations and to adapt the facilitator script to better match your own voice and audience.
- The time recommendations are provided simply as a guide for the minimum amount of time needed for each section. We encourage you to take more time, as needed, with specific sections.

## Conducting a Session

Schedule and announce the sessions according to your organization's needs and requirements.

Each session should include, at a minimum:

- Specific learning objectives
- Presentation of core content
- Opportunities to understand and engage with the key messages for each topic

Each session should also give participants the opportunity to learn more, to understand and connect internally with the content, and to act on their learning and engage with others.

Additional guidance for facilitators and information about other topics covered in the series is provided in the Project Firstline Facilitator Toolkit Guide.

# Educational Content Outline

**Topic Eight:** PPE Part 2 – Gloves & Gowns

**Content Summary:** Wearing gloves and gowns protects you, and also keeps you from accidentally spreading germs into your work environment and to patients and coworkers.

**Inside Infection Control Videos:**

[Episode 11: Why Are Gloves Recommended for COVID-19?](#)

[Episode 12: Why Are Gowns Recommended for COVID-19?](#)

## Learning Objectives

- Describe two (2) reasons why wearing gloves is important for infection control.
  - ▶ To cover breaks and cracks in your skin.
  - ▶ To help stop germs from spreading from place to place on your hands.
- Describe two (2) ways that gowns are important for infection control.
  - ▶ Gowns protect the wearer by keeping germs off of your clothes.
  - ▶ Gowns keep the wearer from accidentally spreading germs in the work environment and to other people.
- Discuss three (3) reasons why wearing more than one pair of gloves at once, or wearing more than one gown at once, is not recommended for routine care.
  - ▶ Gloves:
    - Wearing more than one pair of gloves can make it harder to move your hands and fingers while providing care, which can lead to mistakes.
    - Double-gloving is also an infection control risk, because changing the top layer between patients increases the risk of contaminating the bottom layer and spreading germs.
  - ▶ Gowns:
    - CDC does not recommend wearing more than one gown designed for PPE at a time.
    - The extra layers of more than one gown can get in your way.
    - When you remove the top gown, you can accidentally contaminate the bottom gown and other clothing you're wearing.

# Sessions at a Glance

## Topic Eight:

PPE Part 2 – Gloves & Gowns

### Session Plans and When to Use:

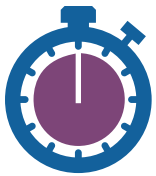
- 60 minutes (e.g., dedicated training session)
- 20 minutes (e.g., “Lunch and Learn” or agenda add-on)
- 10 minutes (e.g., “micro-learning” or agenda add-on) – Gloves
- 10 minutes (e.g., “micro-learning” or agenda add-on) – Gowns

### Format:

- Online, synchronous

### Special Supplies:

- Registration list
- Participant booklet
- Session feedback form
- Timekeeper



# 60-Minute Session Plan

## Facilitator Notes and Sample Scripts

### 1. Session Start



#### Slide 1: Opening Slide

Participants log in and get settled.

### 2. Agenda, Introductions, and Learning Objectives



**10 minutes**



#### Slide 2: Agenda



#### Facilitator Notes

- Welcome the group and add a greeting to the chat box.
- If this session is part of an ongoing series, you may choose to say “welcome back,” “thank you for joining us again,” etc.
- Announce housekeeping notes, either orally or via chat.
  - ▶ If needed, provide additional notes specific to the platform you’re using (e.g., how to “raise your hand,” how to post questions).
- Provide an overview of the agenda.
- Adapt this section of the session as needed: for instance, you may choose to spend additional time on introductions if there are new faces, or if participants do not know each other.



#### Sample Script

“Welcome to Project Firstline. Over the next hour, we’ll focus on two important pieces of your PPE – your personal protective equipment – gloves and gowns. Please keep your video on, to the extent possible, and keep your microphone muted when you are not contributing to the discussion. It’s great to see you all here today!

“Today we’ll talk about the role of gloves and gowns in infection control, and we’ll also cover some ‘dos and don’ts’ for using them at work every day.”



### Slide 3: Learning Objectives



#### Facilitator Notes

Provide an overview of the session's learning objectives.



#### Sample Script

"Here is what we expect to learn today. By the end of today's training, you will be able to describe why it's important to wear gloves and gowns, and how to wear them properly."



### Slide 4: Introductions



#### Facilitator Notes

- These questions will give you a better understanding of your participants' backgrounds, experience, and level of knowledge.
- Tailor your slide delivery for the virtual format and platform, and the number of participants:
  - ▶ You may wish to call on participants individually.
  - ▶ You may wish to add role- or facility-specific questions to the introductions.
  - ▶ If you have a large group, you may decide to skip oral introductions and use the chat.
  - ▶ If your group meets regularly, you may wish to skip or shorten the introductions, or use a different "icebreaker" approach.
- Be sure to introduce yourself, and anyone who is assisting you.



#### Sample Script

"Let's take a minute to get to know each other. Please share in 30 seconds or less your name and your role, and how you use PPE on the job."





## Slide 5: Recommended PPE for COVID-19



### Facilitator Notes

- Transition to discussion of PPE recommended for COVID-19.
- If this session is part of a series, you may choose to indicate that future sessions will focus on other pieces of PPE.



### Sample Script

“Now let’s think about the specific PPE recommended for COVID-19. Today, we’ll focus on gloves and gowns. In future sessions, we’ll examine other types of PPE.”

### 3. Video and Discussion



**15 minutes (video 8:46)**



**Slide 6: Gloves**



**Facilitator Notes**

Encourage participants to make note of points in the video on gloves that are interesting or surprising.



**Sample Script**

“Let’s check in with the CDC’s Dr. Abby Carlson. She’ll talk about why gloves are so important for infection control in healthcare. As you watch, please make note of anything that’s interesting or surprising to you about wearing gloves. Please jot down your thoughts in your Participant Booklet.”



**Slide 7: Video: *Inside Infection Control: Why Are Gloves Recommended for COVID-19?***



**Facilitator Notes**

- Access the video here:  
**CDC Website:** <https://www.cdc.gov/infectioncontrol/projectfirstline/videos/EP11-Gloves-LowRes-New.mp4>
- OR  
**Project Firstline YouTube Playlist:** <https://www.youtube.com/watch?v=VhR3Rlex9ss&list=PLvlp9iOILTQZQGtDnSDGViKDdRtlc13VX&index=12>





## Slide 8: What did you learn about wearing gloves?



### Facilitator Notes

- Invite participants to review the notes they wrote down during the video and share, either orally or in the chat, things that they found interesting or surprising.
- Acknowledge responses and link them to the next slide.



### Sample Script

“Take a moment to review the notes you took during the video. **What did you learn about gloves? Or what was surprising to you?**”

*(Pause for responses.)*

“That’s great, thank you!”



## Slide 9: Gloves protect you and keep germs from spreading.



### Facilitator Notes

- Note: This slide has animations for the second column. When you advance to the slide, only the first column will appear.
- After you introduce the points, ask participants to share answers to the questions **“Why?”** or **“How?”** either orally or in the chat.
- After they provide responses, use the animation to reveal the answers.



### Sample Script

“Let’s break down some of the important messages from Dr. Carlson. First, gloves protect you and also keep you from accidentally spreading germs into your work environment. **How do they do that?**”

*(Pause for responses.)*

“That’s right. Gloves cover any breaks and cracks in your skin so that germs can’t get to them, and also keep germs from spreading from your broken skin to others, or to the environment. Gloves also help stop germs from spreading from place to place on your hands. **How do they do that?**”

*(Pause for responses.)*

“Yes! When you’re wearing gloves, if you touch something with germs on it, the germs can get on your gloves. That’s why, when you move from one patient or one task to another, you take those gloves off and throw them away and, if needed, put on clean ones, so you’ve removed whatever is on them and you don’t carry germs to your next patient or task.”



### Slide 10: Gloves must be worn properly to be effective.



### Facilitator Notes

- Note: This slide has animations for both sets of sub-bullets. When you advance to the slide, only the first level of bullets will appear.
- After you have posed each question, ask for responses from participants.
- After they provide responses, use the animation to have the sub-bullets appear.



### Sample Script

“Gloves must be worn properly, or they won’t work. Let’s review what was in the video about how to wear gloves. **What did Dr. Carlson say about cleaning your hands and wearing gloves?**”

*(Pause for responses.)*

“That’s right. It’s important to clean your hands after you remove your used gloves, and before you pull a new pair out of the box. **If you reach into the box with dirty hands, what happens?** You’ve contaminated all of the gloves in the box!

“**What are some of the reasons why we shouldn’t wear two pairs of gloves at once?**”

*(Pause for responses.)*

“That’s right. Wearing more than one pair of gloves can make it harder to move your hands and fingers while providing care, which can lead to mistakes. Also, removing and replacing the top layer of gloves between patients or tasks increases your risk of contaminating the bottom pair of gloves and spreading germs to yourself, others, and the environment.”



## Slide 11: What questions do you still have about wearing gloves?



### Facilitator Notes

- Invite additional, remaining questions.
  - ▶ You may choose to ask participants to respond orally, in the chat, or both.
- If the answers are information that is already included in this session, please respond.
- If the questions address content that is not covered in this session, please do not attempt to answer. Instead, take note of the questions and consult with CDC resources to follow up with answers after the session.
  - ▶ If you receive questions about why double gloving was recommended in Ebola care, you may refer participants to the following CDC guidance: **Guidance on Personal Protective Equipment (PPE) | Personal Protective Equipment (PPE) | Public Health Planners | Ebola (Ebola Virus Disease) | CDC** (<https://www.cdc.gov/vhf/ebola/healthcare-us/ppe/guidance.html>)
  - ▶ If you receive questions about double gloving during dental procedures, you may refer participants to the following CDC guidance: **Guidelines for Infection Control in Dental Health-Care Settings --- 2003** (<https://www.cdc.gov/mmwr/preview/mmwrhtml/rr5217a1.htm>)



### Sample Script

“Before we move on, I just want to open it up in case there are any unanswered questions or items I can clarify about glove wearing.”

*(Pause for responses.)*

“Thank you for sharing those questions. I’ve written them down, and I will get back to you with responses.”

## 4. Video and Discussion



**10 minutes (video 4:03)**



**Slide 12: Gowns**



### Facilitator Notes

- Transition to video and discussion of gowns.
- Encourage participants to make note of similarities and differences between the role and function of gowns, versus gloves, in healthcare.
- If your audience is not receptive to watching two video episodes in one session, you may consider showing only one episode and using the [Content Outline](#) for the other to share the information and to allow more time for discussion.



### Sample Script

“Now that we understand why wearing gloves is so important, let’s move on to gowns.

“Let’s check in with Dr. Carlson again to learn more about gowns. As you watch, please jot down in your Participant Booklet things that you notice are similar about gowns and gloves, and things that are different. We will discuss what you noted after we watch the video.”



**Slide 13: Video: *Inside Infection Control: Why Are Gowns Recommended for COVID-19?***



### Facilitator Notes

- Access the video here:  
**CDC Website:** <https://www.cdc.gov/infectioncontrol/projectfirstline/videos/EP12-Gowns-LowRes-New.mp4>



- OR  
**Project Firstline YouTube Playlist:** <https://www.youtube.com/watch?v=qG70h5MOADM&list=PLvrp9iOILTQZQGtDnSDGViKDdRtlc13VX&index=13>



## Slide 14: What did you learn about gowns?



### Facilitator Notes

- Invite participants to review the notes they wrote down during the video and share, either orally or in the chat, similarities and differences between gowns and gloves in healthcare.
- Potential responses could include:
  - ▶ Gowns and gloves protect the wearer by keeping germs off their body, either their hands or their clothes.
  - ▶ Gowns and gloves keep the wearer from accidentally spreading germs: when you remove and properly dispose of gloves or the gown, you keep germs out of the environment.
  - ▶ Do not wear more than one pair of gloves, or more than one gown, at the same time. Gowns designed for use as PPE are intended to be worn as a single gown. Removing and replacing the top layer of gloves between patients or tasks increases your risk of contaminating the bottom pair of gloves.
- Acknowledge responses and link them to the next slide.



### Sample Script

“Take a moment to review the notes you took during the video. **What do gowns and gloves have in common? How are they different?**”

*(Pause for responses.)*

“That’s great, thank you!”



## Slide 15: Gowns protect you and keep germs from spreading.



### Facilitator Notes

- Note: This slide has animations for the second column. When you advance to the slide, only the first column will appear.
- After you introduce the points, ask participants to share answers to the questions **“Why?”** or **“How?”** either orally or in the chat.
- After they provide responses, use the animation to reveal the answers.



### Sample Script

“Let’s review some important points about gowns. Just like gloves, gowns protect you, and they protect others. **How do they protect you?**”

*(Pause for responses.)*

“That’s right. Gowns make it easier to remove things, such as germs and body fluids, that might get on you while you work, so you don’t have to change clothes every time your clothes get dirty. **How do gowns protect others?**”

*(Pause for responses.)*

“Yes! When you remove and dispose of your gown properly, you keep germs from spreading in the environment.”



**Slide 16: Gowns must be worn properly to be effective.**



### Facilitator Notes

- Note: This slide has animations for the first set of sub-bullets and the second and third bullets. When you advance to the slide, only the first level of bullets will appear.
- After you have posed each question, ask for responses from participants.
- After they provide responses, use the animation to have the sub-bullets appear.



### Sample Script

“Just like gloves, gowns must be worn properly. Let’s review some important points about wearing gowns correctly. **When should you remove your gown?**”

*(Pause for responses.)*

“That’s right. To keep germs out of the environment, you should remove and dispose of your gown when it gets dirty, and before you move on to the next patient or task. **What are some other important ‘dos’ and ‘don’ts’ for gowns?**”

*(Pause for responses.)*



“Yes, it’s important to try not to touch other surfaces with your gown – you could pick up germs and spread them without meaning to. Also, your gown should fit you well. If it’s too big, it could get in your way and trip you up, or the edges or sleeves could drag across surfaces and pick up germs. If it’s too small, it won’t cover you enough, and you might not be able to move as easily. Or it could rip or tear!

**“Are there any other things to remember for gowns?”**

*(Pause for responses.)*

“Exactly. Just like with gloves, wearing more than one gown at once is not recommended. You’re not any more protected from germs, and the extra layers can get in your way. Even if you change the top layer when it gets dirty, you could contaminate the bottom layer in the process, and spread germs.”



### **Slide 17: What questions do you still have about wearing gowns?**



#### **Facilitator Notes**

- Invite additional, remaining questions.
  - ▶ You may choose to ask participants to respond orally, in the chat, or both.
- If the answers are information that is already included in this session, please respond.
- If the questions address content that is not covered in this session, please do not attempt to answer. Instead, take note of the questions and consult with CDC resources to follow up with answers after the session.



#### **Sample Script**

“Before we move on, I just want to open it up in case there are any unanswered questions or items I can clarify about gowns.”

*(Pause for responses.)*

“Thank you for sharing those questions. I’ve written them down, and I will get back to you with responses.”

## 5. Breakout Groups and Discussion



**15 minutes**



**Slide 18: Gloves and gowns at work**



**Facilitator Notes**

Transition to small group breakouts and discussion of practical aspects of gown and glove use on the job.



**Sample Script**

“Now let’s discuss how you use gloves and gowns at work.”



**Slide 19: Breakout Groups**



**Facilitator Notes**

- Use breakout rooms appropriate to your virtual platform to divide participants into groups of approximately three, and task each with discussing how gloves and gowns are used at their facility.
  - ▶ As needed, provide instructions related to the breakout room format, such as how to ask questions.
  - ▶ Inform the groups that they have 10 minutes to work together.
  - ▶ Ask each group to identify a spokesperson who will share the group’s ideas when everyone reconvenes.
  - ▶ If applicable and possible, try to create groupings of participants who haven’t yet had an opportunity to speak together during the training.
  - ▶ After the small groups have gathered, depending on your virtual platform, you may use the broadcast message feature or another means to send reminders of the scenarios, how much time is remaining, etc. You may also choose to “visit” each group to encourage conversation and to hear their thoughts.

- The groups will discuss the first question, and when the full group reconvenes, they will discuss the second question:
  1. *How are gloves and gowns used at your workplace? What does your facility do well with using gloves and gowns?*
  2. *What strategies could you use to suggest improvements for glove and gown use at work?*
- Remind participants of the beginning of the session and how they responded to the question of how they use gowns and gloves and encourage them to think in-depth about the questions on the slide, using the information from the videos and discussion.



### Sample Script

“Now let’s dig a little deeper and talk about gloves and gowns in practice. We’re going to break into small groups and consider together the first question on the slide: **How are gloves and gowns used at your workplace? What does your facility do well with using gloves and gowns?** As you’re sharing, think about your responses at the beginning of the session, when we shared how we use gowns and gloves at work – and about how you could apply the information from the videos and discussion.

“You’ll have about 10 minutes to work, and then we’ll come back together as a large group to share ideas for the second question: **What strategies could you use to suggest improvements for glove and gown use at work?**

“Please decide on one person from your group to report out your thoughts! I’ll give you a warning when you have 2 minutes left.”



### Slide 20: Report Out



### Facilitator Notes

- After 10 minutes, reconvene the group.
- In turn, invite one person from each small group to share their responses to the questions about glove and gown use at work, and what their facilities do well.
- After each group’s report, acknowledge the responses.
  - ▶ You may choose to capture high-level summaries of their responses on a slide, or in the chat.
- After the reports, lead a group discussion of strategies that they could employ to suggest improvements for glove and gown use at work.

- ▶ You may choose for participants to respond orally or in the chat.
- ▶ You may choose to summarize the group's ideas on a slide or in the chat.
- Encourage participants to think about how they can use their knowledge about gloves and gowns at work.
- Building on the suggested strategies, ask the group to reflect on any new ideas that might be helpful in their daily work.



### Sample Script

"Welcome back. I'd like for each group to report on your discussion, and what's going well at your facilities. I'll capture some high-level points as you share."

*(Acknowledge and react to their reports.)*

"Great. Thank you for sharing your ideas! Now let's think about the next question, and how we can suggest improvements in glove and gown use at work. **Does anyone have any ideas?**"

*(Pause for responses.)*

"Thanks for the good ideas. **Did anyone hear something that might be helpful to you at work, maybe a new idea?**"

*(Pause for responses.)*

## 6. Reflection and Wrap-Up



**10 minutes**



**Slide 21: Reflection**



**Facilitator Notes**

Invite participants to reflect on what they learned during the session.



### Sample Script

“You all did a great job of sharing useful, good strategies. Remember, if you’re unsure about what to do, you can always talk with your supervisor, or your colleagues.

“Let’s use our last few minutes together to reflect on what we’ve learned and think about how we can put what we’ve learned into practice.”



### Slide 22: Reflection, continued



#### Facilitator Notes

- Invite participants to share something that they learned about how using gloves and gowns prevents the spread of germs in healthcare.
- You may choose for participants to respond orally or in the chat.
  - ▶ Acknowledge responses. Consider reading them aloud if they are in the chat.



### Sample Script

“I hope you’ve learned a lot today. Before we go, I’d like for you to share with me one thing you learned about how the proper use of gloves and gowns can keep germs from spreading.”

*(Pause for responses.)*



### Slide 23: Questions?



#### Facilitator Notes

- Invite additional, remaining questions.
  - ▶ You may choose to ask participants to respond orally, in the chat, or both.
- If the answers are information that is already included in this session, please respond.
- If the questions address content that is not covered in this session, please do not attempt to answer. Instead, take note of the questions and consult with CDC resources to follow up with answers after the session.



### Sample Script

“Thank you all for your time! Please take a moment to reflect on today’s session and share any remaining questions you have. **Does anyone have any questions still remaining?**”

*(Address questions as appropriate.)*

“Thank you for sharing those questions. Project Firstline is actively collecting your questions to help inform more training resources as they’re developed. I’ve written them down and I will get back to you with responses.”



### Slide 24: Key Takeaways



#### Facilitator Notes

- Review key takeaways.
- You may choose to revisit discussion points or questions that arose during the session.



### Sample Script

“I hope this training gave you some good information about gloves and gowns, and why they are so important for infection control. I’ve captured some key takeaways here, which you can review at your leisure after the session today.”



### Slide 25: Feedback Form



#### Facilitator Notes

Explain how to access the Feedback Form.



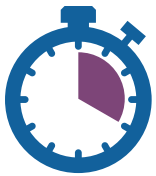
### Sample Script

“And, finally, please let us know how you enjoyed today’s session by completing the following feedback form. Thanks again for joining us today.”

## After the Session



Send list of participant questions compiled during this session to [ProjectFirstline@cdc.gov](mailto:ProjectFirstline@cdc.gov).



# 20-Minute Session Plan

## Facilitator Notes and Sample Scripts

### 1. Session Start



#### Slide 1: Opening Slide

Participants log in and get settled.

### 2. Agenda, Learning Objectives, and Introductions



5 minutes



#### Slide 2: Agenda



#### Facilitator Notes

- Welcome the group and add a greeting to the chat box.
- If this session is part of an ongoing series, you may choose to say “welcome back,” “thank you for joining us again,” etc.
- Announce housekeeping notes, either orally or via chat.
  - ▶ If needed, provide additional notes specific to the platform you’re using (e.g., how to “raise your hand,” how to post questions).
- Provide an overview of the agenda.
- Adapt this section of the session as needed: for instance, you may choose to spend additional time on introductions if there are new faces, or if participants do not know each other.



#### Sample Script

“Welcome to Project Firstline. Over the next 20 minutes, we’ll focus on two important pieces of your PPE – your personal protective equipment – gloves and gowns. Please keep your video on, to the extent possible, and keep your microphone muted when you are not contributing to the discussion. It’s great to see you all here today!

“Today we’ll talk about the role of gowns and gloves in infection control, and we’ll also cover some ‘dos and don’ts’ for using them at work every day.”



### Slide 3: Learning Objectives



#### Facilitator Notes

Provide an overview of the session's learning objectives.



#### Sample Script

"Here is what we expect to learn today. By the end of today's training, you will be able to describe why it's important to wear gloves and gowns, and how to wear them properly."



### Slide 4: Introductions



#### Facilitator Notes

- These questions will give you a better understanding of your participants' backgrounds, experience, and level of knowledge.
- Tailor your slide delivery for the virtual format and platform, and the number of participants:
  - ▶ You may wish to call on participants individually.
  - ▶ You may wish to add role- or facility-specific questions to the introductions.
  - ▶ If you have a large group, you may decide to skip oral introductions and use the chat.
  - ▶ If your group meets regularly, you may wish to skip or shorten the introductions, or use a different "icebreaker" approach.
- Be sure to introduce yourself, and anyone who is assisting you.



#### Sample Script

"Let's take a minute to get to know each other. Please share in 10 seconds or less your name and your role."





### Slide 5: Recommended PPE for COVID-19



#### Facilitator Notes

- Establish that the session will focus on gloves and gowns, which are part of the PPE recommended for COVID-19.
- If this session is part of a series, you may choose to indicate that future sessions will focus on other types of PPE.



#### Sample Script

“Let’s start by thinking about the specific PPE recommended for COVID-19. Today, we’ll focus on gloves and gowns. In future sessions, we’ll examine other types of PPE.”

## 3. Gloves & Gowns Discussion



**13 minutes**



### Slide 6: Gloves protect you and keep germs from spreading.



#### Facilitator Notes

- The bullet points on slides 6 and 7 summarize content from Episode 11 of *Inside Infection Control: Why are Gloves Recommended for COVID-19?* For time reasons, the video is not shown during the 20-minute session. You may wish to refer to the [Content Outline](#) for Episode 11 for additional discussion points.
- Note: This slide has animations for the second column. When you advance to the slide, only the first column will appear.
- After you introduce the points, ask participants to share answers to the questions “**Why?**” or “**How?**” either orally or in the chat.
- After they provide responses, use the animation to reveal the answers.



## Sample Script

“Let’s break down some of the reasons why gloves are so important for infection control in healthcare. First, gloves protect you and also keep you from accidentally spreading germs into your work environment. **How do they do that?”**

*(Pause for responses.)*

“That’s right. Gloves cover any breaks and cracks in your skin so that germs can’t get to them, and also keep germs from spreading from your broken skin to others, or to the environment. Gloves also help stop germs from spreading from place to place while carried on your hands. **How do they do that?”**

*(Pause for responses.)*

“Yes! When you’re wearing gloves, if you touch something with germs on it, the germs can get on your gloves. That’s why, when you move from one patient or one task to another, you take those gloves off and throw them away and, if needed, put on clean ones, so you’ve removed whatever is on them and you don’t carry germs to your next patient or task.”



**Slide 7: Gloves must be worn properly to be effective.**



## Facilitator Notes

- Note: This slide has animations for both sets of sub-bullets. When you advance to the slide, only the first level of bullets will appear.
- After you have posed each question, ask for responses from participants.
- After they provide responses, use the animation to have the sub-bullets appear.



## Sample Script

“Gloves must be worn properly, or they won’t be effective. **When you’ve been wearing gloves, when should you clean your hands?**”

*(Pause for responses.)*

“That’s right. It’s important to clean your hands after you remove your used gloves, and before you pull a new pair out of the box. **If you reach into the box with dirty hands, what happens?** You’ve contaminated all of the gloves in the box!

“**What are some of the reasons why we shouldn’t wear two pairs of gloves at once for routine care?**”

*(Pause for responses.)*

“That’s right. Wearing more than one pair of gloves can make it harder to move your hands and fingers while providing care, which can lead to mistakes. Also, removing and replacing the top layer of gloves between patients or tasks increases your risk of contaminating the bottom pair of gloves and spreading germs to yourself, others, and the environment.”



## Slide 8: What questions do you still have about wearing gloves?



### Facilitator Notes

- Invite additional, remaining questions.
  - ▶ You may choose to ask participants to respond orally, in the chat, or both.
- If the answers are information that is already included in this session, please respond.
- If the questions address content that is not covered in this session, please do not attempt to answer. Instead, take note of the questions and consult with CDC resources to follow up with answers after the session.
  - ▶ If you receive questions about why double gloving was recommended in Ebola care, you may refer participants to the following CDC guidance: **Guidance on Personal Protective Equipment (PPE) | Personal Protective Equipment (PPE) | Public Health Planners | Ebola (Ebola Virus Disease) | CDC** (<https://www.cdc.gov/vhf/ebola/healthcare-us/ppe/guidance.html>).
  - ▶ If you receive questions about double gloving during dental procedures, you may refer participants to the following CDC guidance: **Guidelines for Infection Control in Dental Health-Care Settings --- 2003** (<https://www.cdc.gov/mmwr/preview/mmwrhtml/rr5217a1.htm>).



### Sample Script

“Before we move on, I just want to open it up in case there are any unanswered questions or items I can clarify about glove wearing.”

*(Pause for responses)*

“Thank you for sharing those questions. I’ve written them down, and I will get back to you with responses.”



### Slide 9: Gowns protect you and keep germs from spreading.



### Facilitator Notes

- The bullet points on slides 9 and 10 summarize content from Episode 12 of *Inside Infection Control: Why Are Gowns Recommended for COVID-19?* For time reasons, the video is not shown during the 20-minute session. You may wish to refer to the [Content Outline](#) for Episode 12 for additional discussion points.
- Note: This slide has animations for the second column. When you advance to the slide, only the first column will appear.
- After you introduce the points, ask participants to share answers to the questions “**Why?**” or “**How?**” either orally or in the chat.
- After they provide responses, use the animation to reveal the answers.



### Sample Script

“Let’s review some important points about gowns. Just like gloves, gowns protect you, and they protect others. **How do they protect you?**”

*(Pause for responses.)*

“That’s right. Gowns make it easier to remove things, such as germs and body fluids, that might get on you while you work, so you don’t have to change clothes every time your clothes get dirty. **How do gowns protect others?**”

*(Pause for responses.)*

“Yes! When you remove and dispose of your gown properly, you keep germs from spreading in the environment.”



## Slide 10: Gowns must be worn properly to be effective.



### Facilitator Notes

- Note: This slide has animations for the first set of sub-bullets and the second and third bullets. When you advance to the slide, only the first level of bullets will appear.
- After you have posed each question, ask for responses from participants.
- After they provide responses, use the animation to have the sub-bullets appear.



### Sample Script

“Just like gloves, gowns must be worn properly. Let’s review some important points about wearing gowns correctly. **When should you remove your gown?**”

*(Pause for responses.)*

“That’s right. To keep germs out of the environment, you should remove and dispose of your gown when it gets dirty, and before you move on to the next patient or task. **What are some other important ‘dos’ and ‘don’ts’ for gowns?**”

*(Pause for responses.)*

“Yes, it’s important to try not to touch other surfaces with your gown – you could pick up germs and spread them without meaning to. Also, your gown should fit you well. If it’s too big, it could get in your way and trip you up, or the edges or sleeves could drag across surfaces and pick up germs. If it’s too small, it won’t cover you enough, and you might not be able to move as easily. Or it could rip or tear!

**“Are there any other things to remember for gowns?”**

*(Pause for responses.)*

“Exactly. Just like with gloves, wearing more than one gown designed for PPE at once is not recommended. You’re not any more protected from germs, and the extra layers can get in your way. Even if you change the top layer when it gets dirty, you could contaminate the bottom layer in the process, and spread germs.”



## Slide 11: What questions do you still have about wearing gowns?



### Facilitator Notes

- Invite additional, remaining questions.
  - ▶ You may choose to ask participants to respond orally, in the chat, or both.
- If the answers are information that is already included in this session, please respond.
- If the questions address content that is not covered in this session, please do not attempt to answer. Instead, take note of the questions and consult with CDC resources to follow up with answers after the session.



### Sample Script

“Before we move on, I just want to open it up in case there are any unanswered questions or items I can clarify about gowns.”

*(Pause for responses.)*

“Thank you for sharing those questions. I’ve written them down, and I will get back to you with responses.”



## Slide 12: Discussion: How are gloves and gowns used at your workplace?



### Facilitator Notes

- Transition to discussion about the practical aspects of gown and glove use on the job.
- Encourage participants to think about how they can use their knowledge about gloves and gowns at work.
  - ▶ You may choose to ask participants to respond orally, in the chat, or both.
- Building on the suggested strategies, ask the group to reflect on any new ideas that might be helpful in their daily work.



### Sample Script

“Now let’s dig a little deeper and talk about gloves and gowns in practice. **How are gloves and gowns used at your workplace? What does your facility do well with using gloves and gowns?** Take a few minutes to reflect on this conversation and be prepared to share with the group.”

*(Pause for reflection and responses.)*

“Great. Thank you for sharing your ideas! Now let’s think about the next question, and how we can suggest improvements in glove and gown use at work. **Does anyone have any ideas?**”

*(Pause for responses.)*

“Thanks for the good ideas. **Did anyone hear something that might be helpful to you at work, maybe a new idea?**”

*(Pause for responses.)*

## 4. Reflection and Wrap-Up



**2 minutes**



**Slide 13: Key Takeaways**



### Facilitator Notes

- Review key takeaways.
- You may choose to revisit discussion points or questions that arose during the session.



### Sample Script

“I hope this training gave you some good information about gloves and gowns, and why they are so important for infection control. I’ve captured some key takeaways here, which you can review at your leisure after the session today.”



### Slide 14: Feedback Form



### Facilitator Notes

Explain how to access the Feedback Form.



### Sample Script

“And, finally, please let us know how you enjoyed today’s session by completing the following feedback form. Thanks again for joining us today.”

## After the Session



Send list of participant questions compiled during this session to [ProjectFirstline@cdc.gov](mailto:ProjectFirstline@cdc.gov).





# 10-Minute Session Plan (Gloves)

## Facilitator Notes and Sample Scripts

### 1. Session Start



#### Slide 1: Opening Slide

Participants log in and get settled.

### 2. Agenda and Learning Objectives



#### Slide 2: Agenda



#### Facilitator Notes

- Welcome the group and add a greeting to the chat box.
- If this session is part of an ongoing series, you may choose to say “welcome back,” “thank you for joining us again,” etc.
- Announce housekeeping notes, either orally or via chat.
  - ▶ If needed, provide additional notes specific to the platform you’re using (e.g., how to “raise your hand,” how to post questions).
- Establish that the session focuses on gloves.
- Provide an overview of the agenda.
- Adapt this section of the session as needed: for instance, you may choose to spend additional time on introductions if there are new faces, or if participants do not know each other.



#### Sample Script

“Welcome to Project Firstline. Over the next 10 minutes, we’ll focus on one important piece of your PPE – your personal protective equipment – gloves. Please keep your video on, to the extent possible, and keep your microphone muted when you are not contributing to the discussion. It’s great to see you all here today!

“Today we’ll talk about the role of gloves in infection control, and we’ll also cover some ‘dos and don’ts’ for using them at work every day.”



### Slide 3: Learning Objectives



#### Facilitator Notes

Provide an overview of the session's learning objectives.



#### Sample Script

"Here is what we expect to learn today. By the end of today's training, you will be able to describe why it's important to wear gloves, and how to wear them properly."



### Slide 4: Recommended PPE for COVID-19



#### Facilitator Notes

- Establish that the session will focus on gloves, which are part of the PPE recommended for COVID-19.
- If this session is part of a series, you may choose to indicate that future sessions will focus on other pieces of PPE.



#### Sample Script

"Let's start by thinking about the specific PPE recommended for COVID-19. Today, we'll focus on gloves. In future sessions, we'll examine other types of PPE."

## 3. Gloves Discussion



### Slide 5: Gloves protect you and keep germs from spreading.



#### Facilitator Notes

- The bullet points on slides 5 and 6 summarize content from Episode 11 of *Inside Infection Control: Why Are Gloves Recommended for COVID-19?* For time reasons, the video is not shown during the 10-minute session.

- ▶ You may wish to refer to the [Content Outline](#) for Episode 11 for additional discussion points.
- This slide has animations for the second column. When you advance to the slide, only the first column will appear.
- After you introduce the points, ask participants to share answers to the questions **“Why?”** or **“How?”** either orally or in the chat.
- After they provide responses, use the animation to reveal the answers.



### Sample Script

“Let’s break down some of the reasons why gloves are so important for infection control in healthcare. First, gloves protect you and also keep you from accidentally spreading germs into your work environment. **How do they do that?”**

*(Pause for responses.)*

“That’s right. Gloves cover any breaks and cracks in your skin so that germs can’t get to them, and also keep germs from spreading from your broken skin to others, or to the environment. Gloves also help stop germs from spreading from place to place while carried on your hands. **How do they do that?”**

*(Pause for responses.)*

“Yes! When you’re wearing gloves, if you touch something with germs on it, the germs can get on your gloves. That’s why, when you move from one patient or one task to another, you take those gloves off and throw them away and, if needed, put on clean ones, so you’ve removed whatever is on them and you don’t carry germs to your next patient or task.”



### Slide 6: Gloves must be worn properly to be effective.



### Facilitator Notes

- This slide has animations for both sets of sub-bullets. When you advance to the slide, only the first level of bullets will appear.
- After you have posed each question, ask for responses from participants.
- After they provide responses, use the animation to reveal the sub-bullets.



### Sample Script

“Gloves must be worn properly, or they won’t be effective. **When you’ve been wearing gloves, when should you clean your hands?”**

*(Pause for responses.)*

“That’s right. It’s important to clean your hands after you remove your used gloves, and before you pull a new pair out of the box. **If you reach into the box with dirty hands, what happens?** You’ve contaminated all of the gloves in the box!

**“What are some of the reasons why we shouldn’t wear two pairs of gloves at once for routine care?”**

*(Pause for responses.)*

“That’s right. Wearing more than one pair of gloves can make it harder to move your hands and fingers while providing care, which can lead to mistakes. Also, removing and replacing the top layer of gloves between patients or tasks increases your risk of contaminating the bottom pair of gloves and spreading germs to yourself, others, and the environment.”



### Slide 7: What questions do you still have about gloves?



#### Facilitator Notes

- Invite additional, remaining questions.
  - ▶ You may choose to ask participants to respond orally, in the chat, or both.
- If the answers are information that is already included in this session, please respond.
- If the questions address content that is not covered in this session, please do not attempt to answer. Instead, take note of the questions and consult with CDC resources to follow up with answers after the session.



#### Sample Script

“Thank you all for your time! Please take a moment to reflect on today’s session and share any remaining questions you have. **Does anyone have any questions still remaining?**”

*(Address questions as appropriate.)*

“Thank you for sharing those questions. Project Firstline is actively collecting your questions to help inform more training resources as they’re developed. I’ve written them down, and I will get back to you with responses.”

## 4. Reflection and Wrap-Up



### Slide 8: Key Takeaways



#### Facilitator Notes

- Review key takeaways.
- You may choose to revisit discussion points or questions that arose during the session.



#### Sample Script

"I hope this training gave you some good information about gloves, and why they are so important for infection control. I've captured some key takeaways here, which you can review at your leisure after the session today."



### Slide 9: Feedback Form



#### Facilitator Notes

Explain how to access the Feedback Form.



#### Sample Script

"And, finally, please let us know how you enjoyed today's session by completing the following feedback form. Thanks again for joining us today."

## After the Session



Send list of participant questions compiled during this session to [ProjectFirstline@cdc.gov](mailto:ProjectFirstline@cdc.gov).



# 10-Minute Session Plan (Gowns)

## Facilitator Notes and Sample Scripts

### 1. Session Start



#### Slide 1: Opening Slide

Participants log in and get settled.

### 2. Agenda and Learning Objectives



#### Slide 2: Agenda



#### Facilitator Notes

- Welcome the group and add a greeting to the chat box.
- If this session is part of an ongoing series, you may choose to say “welcome back,” “thank you for joining us again,” etc.
- Announce housekeeping notes, either orally or via chat.
  - ▶ If needed, provide additional notes specific to the platform you’re using (e.g., how to “raise your hand,” how to post questions).
- Establish that the session focuses on gowns.
- Provide an overview of the agenda.
- Adapt this section of the session as needed: for instance, you may choose to spend additional time on introductions if there are new faces, or if participants do not know each other.



#### Sample Script

“Welcome to Project Firstline. Over the next 10 minutes, we’ll focus on one important piece of your PPE – your personal protective equipment – gowns. Please keep your video on, to the extent possible, and keep your microphone muted when you are not contributing to the discussion. It’s great to see you all here today!

“Today we’ll talk about the role of gowns in infection control, and we’ll also cover some ‘dos and don’ts’ for using them at work every day.”



### Slide 3: Learning Objectives



#### Facilitator Notes

Provide an overview of the session's learning objectives.



#### Sample Script

"Here is what we expect to learn today. By the end of today's training, you will be able to describe why it's important to wear gowns, and how to wear them properly."



### Slide 4: Recommended PPE for COVID-19



#### Facilitator Notes

- Establish that the session will focus on gowns, which are part of the PPE recommended for COVID-19.
- If this session is part of a series, you may choose to indicate that future sessions will focus on other pieces of PPE.



#### Sample Script

"Let's start by thinking about the specific PPE recommended for COVID-19. Today, we'll focus on gowns. In future sessions, we'll examine other types of PPE."

### 3. Gowns Discussion



**Slide 5: Gowns protect you and keep germs from spreading.**



#### Facilitator Notes

- The bullet points on slides 5 and 6 summarize content from Episode 12 of *Inside Infection Control: Why are Gowns Recommended for COVID-19?* For time reasons, the video is not shown during the 10-minute session.
  - ▶ You may wish to refer to the [Content Outline](#) for Episode 12 for additional discussion points.
- This slide has animations for the second column. When you advance to the slide, only the first column will appear.
- After you introduce the points, ask participants to share answers to the questions **“Why?”** or **“How?”** either orally or in the chat.
- After they provide responses, use the animation to reveal the answers.



#### Sample Script

“Let’s review some important points about gowns. Gowns protect you, and they protect others. **How do they protect you?”**

*(Pause for responses.)*

“That’s right. Gowns make it easier to remove things, such as germs and body fluids, that might get on you while you work, so you don’t have to change clothes every time your clothes get dirty. **How do gowns protect others?”**

*(Pause for responses.)*

“Yes! When you remove and dispose of your gown properly, you keep germs from spreading in the environment.”





## Slide 6: Gowns must be worn properly to be effective.



### Facilitator Notes

- This slide has animations for both sets of sub-bullets. When you advance to the slide, only the first level of bullets will appear.
- After you have posed each question, ask for responses from participants.
- After they provide responses, use the animation to reveal the sub-bullets.



### Sample Script

"Gowns must be worn properly. Let's review some important points about wearing gowns correctly. **When should you remove your gown?"**

*(Pause for responses.)*

"That's right. To keep germs out of the environment, you should remove and dispose of your gown when it gets dirty, and before you move on to the next patient or task. **What are some other important 'dos' and 'don'ts' for gowns?"**

*(Pause for responses.)*

"Yes, it's important to try not to touch other surfaces with your gown – you could pick up germs and spread them without meaning to. Also, your gown should fit you well. If it's too big, it could get in your way and trip you up, or the edges or sleeves could drag across surfaces and pick up germs. If it's too small, it won't cover you enough, and you might not be able to move as easily. Or it could rip or tear!"

**"Are there any other things to remember for gowns?"**

*(Pause for responses.)*

"Exactly. Wearing more than one gown designed for PPE at once is not recommended. You're not any more protected from germs, and the extra layers can get in your way. Even if you change the top layer when it gets dirty, you could contaminate the bottom layer in the process, and spread germs."



### Slide 7: What questions do you still have about gowns?



#### Facilitator Notes

- Invite additional, remaining questions.
  - ▶ You may choose to ask participants to respond orally, in the chat, or both.
- If the answers are information that is already included in this session, please respond.
- If the questions address content that is not covered in this session, please do not attempt to answer. Instead, take note of the questions and consult with CDC resources to follow up with answers after the session.



#### Sample Script

“Thank you all for your time! Please take a moment to reflect on today’s session and share any remaining questions you have. **Does anyone have any questions still remaining?**”

*(Address questions as appropriate.)*

“Thank you for sharing those questions. Project Firstline is actively collecting your questions to help inform more training resources as they’re developed. I’ve written them down, and I will get back to you with responses.”

## 4. Reflection and Wrap-Up



### Slide 8: Key Takeaways



#### Facilitator Notes

- Review key takeaways.
- You may choose to revisit discussion points or questions that arose during the session.



### Sample Script

"I hope this training gave you some good information about gowns, and why they are so important for infection control. I've captured some key takeaways here, which you can review at your leisure after the session today."



### Slide 9: Feedback Form



### Facilitator Notes

Explain how to access the Feedback Form.



### Sample Script

"And, finally, please let us know how you enjoyed today's session by completing the following feedback form. Thanks again for joining us today."

## After the Session



Send list of participant questions compiled during this session to [ProjectFirstline@cdc.gov](mailto:ProjectFirstline@cdc.gov).

# Appendix: Content Outlines



## Episode 11 Title: *Why are Gloves Recommended for COVID-19?*

**Content Summary:** Using gloves protects you, and also keeps you from accidentally spreading germs into your work environment.

**Topic:** PPE

### Learning Objectives

After viewing this video, learners will be able to:

- Describe two (2) reasons why wearing gloves is important for infection control.
  - ▶ To cover breaks and cracks in your skin.
  - ▶ To help stop germs from spreading from place to place on your hands.
- Discuss two (2) reasons why wearing more than one pair of gloves at once, or “double-gloving,” is not recommended for routine care.
  - ▶ Wearing more than one pair of gloves can make it harder to move your hands and fingers while providing care, which can lead to mistakes.
  - ▶ Double-gloving is also an infection control risk, because changing the top layer between patients increases the risk of contaminating the bottom layer and spreading germs.

### Key Educational Takeaways

- Using gloves protects you, and also keeps you from accidentally spreading germs into your work environment.
  - ▶ Using gloves makes it easier to remove germs from your hands and helps you avoid spreading germs into your work environment and to patients and coworkers.
- Gloves cover breaks and cracks in your skin so that germs can’t get through them and infect you, and they also stop germs from spreading from your skin to others.
- Gloves help stop germs from spreading from place to place on your hands.
  - ▶ When you wear gloves and touch something that has germs or body fluids on it, the germs can get on your gloves.
  - ▶ Using and removing your gloves correctly and at the right time can help stop germs from spreading.
  - ▶ When you move from one patient or one task to another, make sure you take off and throw away your dirty gloves, so you’ve removed whatever might be on them, and clean your hands.
- Clean your hands after you’ve taken dirty gloves off, and before you put on a new pair.
- Clean your hands before you reach into the box to pull out new gloves.
- “Double-gloving” is not recommended for routine care.

## Content Outline

- Using gloves protects you, and also keeps you from accidentally spreading germs into your work environment.
  - ▶ Using gloves makes it easier to remove germs from your hands and helps you avoid spreading germs into your work environment and to patients and coworkers.
- “Contact transmission” is how germs spread from people to surfaces, and from surfaces to people, by touch.
  - ▶ In healthcare, contact transmission is a concern for diseases like *C. difficile*, Methicillin-resistant *Staphylococcus aureus* (MRSA), and Vancomycin-resistant Enterococcus (VRE).
- One of the reasons to wear gloves is to cover breaks and cracks in your skin.
  - ▶ Healthy skin, without cracks or wounds, is a barrier to infections because it prevents germs on your hands from passing through your skin and infecting you.
  - ▶ However, if there are cracks or breaks in your skin, and you touch body fluid or other infectious material, the germs may be able to get through them and infect you.
  - ▶ Gloves are also important because germs can also spread from your broken or soiled skin to other people.
- Another reason to wear gloves is because they help stop germs from spreading from place to place on your hands.
  - ▶ When you wear gloves and touch something that has germs or body fluids on it, the germs can get on your gloves.
    - Then if you do not remove those gloves properly and touch something else while still wearing them, the germs can spread.
    - Germs can spread to other places and people in your facility if you go from place to place wearing the same pair of gloves.
- When you use, and remove, your gloves correctly and at the right time, gloves can help stop germs from spreading.
  - ▶ That’s why, when you move from one patient or one task to another, make sure you take off and throw away your dirty gloves, so you’ve removed whatever might be on them, and then clean your hands.
- Clean your hands after you’ve taken your dirty gloves off, and before you put on a new pair.
  - ▶ Even if you’re being careful when you remove dirty gloves, you can still contaminate your hands.
- Clean your hands before you reach into the box to get new gloves so that your dirty hands don’t contaminate all of the gloves in the box.
- “Double-gloving,” or wearing more than one pair of gloves at a time, is not recommended for routine care.
  - ▶ Double-gloving is only appropriate in specific situations.
  - ▶ Wearing more than one pair of gloves can make it harder to move your hands and fingers while providing care, which can lead to mistakes.

- ▶ Double-gloving is also an infection control risk.
  - When you wear more than one pair of gloves, removing and replacing the top layer between patients increases your risk of contaminating the bottom pair of gloves and spreading germs – to yourself, other people, or the environment.
  - This can happen, and has happened. It's part of why there was an outbreak of a fungus called *C. auris* in a hospital's COVID-19 unit: ***Candida auris* Outbreak in a COVID-19 Specialty Care Unit — Florida, July–August 2020 | MMWR** (<https://www.cdc.gov/mmwr/volumes/70/wr/mm7002e3.htm>).



## Episode 12 Title: Why are Gowns Recommended for COVID-19?

**Content Summary:** Wearing gowns protects you, and also keeps you from accidentally spreading germs into your workplace.

**Topic:** PPE

### Learning Objectives

After viewing this video, learners will be able to:

- Describe two (2) ways that gowns are important for infection control.
  - ▶ Gowns protect the wearer by keeping germs off your clothes.
  - ▶ Gowns keep the wearer from accidentally spreading germs in the work environment and to other people.
- Discuss three (3) reasons why wearing more than one gown at once is not recommended for routine care.
  - ▶ Wearing more than one gown designed for PPE at the same time doesn't give you more protection against germs
  - ▶ The extra layers can get in your way.
  - ▶ Even if you change the top gown when it gets dirty, when you remove the top gown, you can accidentally contaminate the bottom gown and other clothing you're wearing.

### Key Educational Takeaways

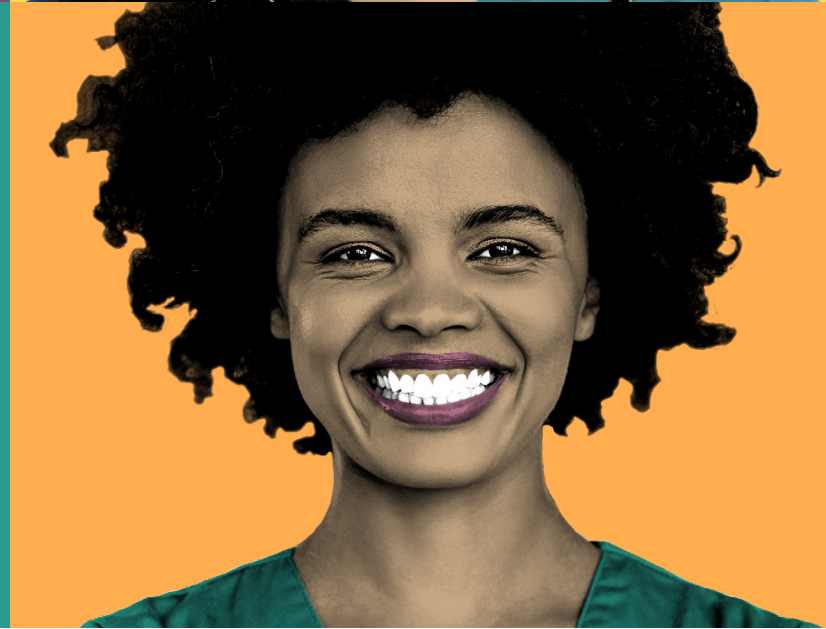
- Gowns are important to help prevent the spread of germs from surfaces to people, and from people to surfaces, by touch. They protect the wearer by keeping germs off their clothes, and they keep the wearer from accidentally spreading germs in the work environment and to other people.
- Gowns make it easier to remove things, such as germs and body fluids, that might get on you while you work, so you don't have to change clothes every time your clothes get dirty.
- Removing and disposing of your gown properly can keep germs from spreading in the environment.
- Remove your gown in a way that keeps any germs that are on it from spreading.
- "Double-gowning," or wearing more than one gown at a time, is not recommended for routine care.

### Content Outline

- Using a gown protects you and keeps you from accidentally spreading germs into your environment and to other people.
- Gowns are important for contact transmission, which is how germs spread from people to surfaces, and from surfaces to people, by touch, which is a concern in healthcare for diseases like *C. difficile*, Methicillin-resistant *Staphylococcus aureus* (MRSA), and Vancomycin-resistant Enterococcus (VRE).
- Germs that get on your clothes can spread to you, surfaces in the environment, or other people.

- Gowns make it easier to remove things, such as germs and body fluids, that might get on you while you work, so you don't have to change clothes every time your clothes get dirty.
- A gown protects the parts of you that are most likely to get body fluids, germs, and other stuff on them – they're not a full-body cover.
  - ▶ If you're in a situation where you could get something on you that the gown doesn't cover – for instance, in labor and delivery – then you need different PPE for that situation.
- Removing and disposing of your gown properly can keep germs from spreading in the environment.
  - ▶ Make sure to remove your gown when it gets dirty, and before moving to the next patient or the next task.
  - ▶ You might find that you need to change your gown in the middle of a task. Do it as soon it's safe to stop and change.
- Try not to touch other surfaces with your gown while you're wearing it, so you're not picking up germs that could spread into the environment.
- Your gown should fit well.
  - ▶ If it's too big, it could drag on the floor and create a trip hazard, and the edges or sleeves can drag across surfaces.
  - ▶ If it's too small, it won't cover you properly, you might not be able to move easily, and it could rip or tear.
- Remove your gown in a way that keeps any germs that are on it from spreading.
  - ▶ For example, roll the gown inward into itself as you take it off.
  - ▶ This method helps ensure the dirt and germs on the outside are contained and thrown away with the gown, either into the trash if it's disposable, or in the laundry or reprocessing bin if it's reusable.
- As with gloves, "double-gowning," or wearing more than one gown at a time, is not recommended for routine care.
  - ▶ Wearing more than one gown designed for PPE at the same time doesn't give you more protection against germs.
  - ▶ The extra layers can get in your way.
  - ▶ When you remove the top gown, you can accidentally contaminate the bottom gown.





**PROJECT  
FIRSTLINE**

CDC's National Training Collaborative=  
for Healthcare Infection Prevention & Control

**For more information please contact**

Centers for Disease Control and Prevention  
1600 Clifton Road NE, Atlanta, GA 33029-4027  
Telephone: 1-800-CDC-INFO (232-4636)/TTY: 1-888-232-6348  
E-mail: [cdcinfo@cdc.gov](mailto:cdcinfo@cdc.gov)  
Web: [www.cdc.gov/projectfirstline](http://www.cdc.gov/projectfirstline)