Coronavirus 101 Workshop

Learning Objectives: By the end of workshop, participants will be able to:
- Name what the novel Coronavirus 2019 is, the symptoms, and risk factors for more severe illness
- Discuss how the virus is transmitted and how to prevent the spread of the virus
- Explain what it means to self-isolate or quarantine
- Know where to access testing and what the County's contact tracing process includes
- Identify ways to share the information back with their community members

Workshop Length: 3 hours

Facilitator instructions are italicized.

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Topic & *Method*	Process	Materials	Facilitator & Time
Introduction and welcome *Lecture*	- Explain: We want to welcome you to this workshop on the coronavirus presented by staff from the Multnomah County Health Department. - Before we begin, we would like to do a land acknowledgment to honor the people whose land we occupy and the labor of stolen and enslaved Africans who built the wealth of this country.	- Handout: Powerpoint print out - PP: Objectives - PP: Agenda - PP: Group Agreements	15 min

	The Portland Metro area rests on traditional village sites of the Multnomah, Wasco [Wass-coh], Cowlitz [Cow-litz], Kathlamet [Cath-lah-mit], Clackamas, Bands of Chinook [Cha- nook], Tualatin [Too-ah-la-tin], Kalapuya [Cal-a-poo-yah], Molalla [Mow-la-la], and many other tribes who made their homes along the Columbia River. Today, people from these bands have become part of the Confederated Tribes of Grand Ronde, the Confederated Tribes of Siletz Indians, as well as the Chinook Nation and Cowlitz Nation in Washington State. We know that simply acknowledging that this land belongs to indigenous people is not enough, but that part of the work of honoring the indigenous people of our area and others is actively working for repair of the harm that has been systemically enacted on indigenous people, and encourage all to participate in that repair in any and all ways available to them. ● Introductions ● *Ask everyone to share their name, pronouns, and their organization in the Chat.* ● *Review objectives and agenda on Powerpoint.* ● Zoom review. Ask people to have their cameras on if possible. ● Bike rack to record additional questions.	❏ <u>Doc:</u> Bike Rack	
Entering Into Topic *Dinamica / Movement Building Activity*	● Explain: As we get settled in and begin our workshop today, I invite us to share what we do that helps to support our health and wellness. We will do this through a dinamica or Movement Building Activity. I will give the instructions first and then invite those who wish to participate to join in the circle. ● Explain: For this dinamica, we will be standing in a circle. The first person will say, "My name is <u>(your name)</u> and I <u>(name of an activity)</u>	❏ <u>PP:</u> Dinamica instructions	10 min

	to support my health and wellness." You will also do a movement that corresponds to the activity that you do to support your health and wellness. Then, the remaining participants will repeat back your name and the activity that you do while making the movement. ● *Invite those who would like to participate to form a circle and do the dinamica.* ● *Thank everyone for their participation.*		

Intro to Communicable Disease & COVID
 	
Large Group Brainstorm
	● To begin our discussion today about COVID, we want to start with a brainstorm about communicable disease.
	● Ask: **What do we know or imagine about communicable disease?** *(People can take themselves off of mute and/or use the Chat to answer).*
	● Ask for volunteers to take turns reading the definition of communicable/infectious diseases:
	● Slide: Communicable Disease Definitions
	  ● ***Definition****: Communicable diseases are disorders caused by organisms — such as bacteria, viruses, fungi or parasites also called germs. Many organisms live in and on our bodies. They're normally harmless or even helpful, but under certain conditions, some organisms may cause disease.*
	  ● ***How it is spread:*** *Some infectious diseases can be passed from person to person. Some are transmitted by bites from insects or animals. And others are acquired by ingesting contaminated food or water or being exposed to organisms in the environment.*
	  ● ***Prevention****: Many infectious diseases, such as measles and chickenpox, can be prevented by vaccines. Frequent and thorough hand-washing also helps protect you from infectious diseases. (Source: Mayo Clinic)*
	● One thing that is important to mention when talking about communicable disease is the role that capitalism, a globalized
			15 min

	economy and climate change play in the spread of some communicable diseases. We know that many recent epidemics can be linked to deforestation practices, corporate agricultural practices and other practices driven by environmental destruction and climate change. As another example, as we see temperatures rise globally we see an increase in diseases transmitted by mosquitoes and other vectors. We also know that in a capitalist economy, the main priority is always to value profit over human life. This push to continue to produce and create wealth is helping to further spread the virus by forcing people back to work. ● COVID-19 is an example of a communicable disease. Let's start to explore what COVID-19 is. ● Slide: COVID-19 Basics		
Symptoms and risk factors *Large Group Brainstorm*	● Ask: **What are some of the symptoms of COVID-19?** *(Write answers on the Whiteboard feature).* ● Review slides with symptoms in picture form. ● People who are infected with COVID-19 will have different levels of severity of the illness. Some people will be asymptomatic, which means that they won't display any symptoms, but they are still infected with COVID-19. Others will have a mild illness that they can treat at home. And other people will have a more severe illness that may require hospitalization. ● For people who experience symptoms, those symptoms usually appear 2-14 days after being exposed to the virus.	● Link: COVID Symptoms	15 min

	- For those who have severe illness, the virus has caused so much damage to the lungs that the person can't breathe on their own. This lack of oxygen damages the organ systems and can lead to heart attack, stroke, or kidney failure. - Ask: **What are some of the risk factors for having a more severe illness from COVID-19?** - Slide: Risk Factors for Severe COVID-19 Illness - Age (65 yrs and older; increasing risk with increased aged) - Diabetes - Heart disease - Chronic lung disease - What else do you want to mention here? - Many of the communities you are working with may be at higher risk for severe illness with COVID b/c of SDOH and oppression like racism.		
Transmission *Guessing Game*	- Now we will cover how the virus spreads by playing "The Truth About Transmission" game with each other. We will ask a series of questions and will ask you to use the "raise hand" function or "thumbs up" reaction if you think the answer is true. - Questions: **True or false**: You can spread COVID-19 to others if you don't have any symptoms. TRUE **True or false**: You can get infected by COVID-19 through your skin. **FALSE** -- You may become infected if you touch a surface that has the virus on it and then touch your mouth, nose or eyes.	❏ PP: The Truth About Transmission game questions	20 min

- **True or false:** Respiratory droplets only enter the body through the nose. **FALSE** -- droplets can enter through the nose, eyes, or mouth.
- **True or false:** The incubation period is the time between when you are exposed to the disease and when you would develop symptoms. **TRUE**
- **True or false:** Last weekend, I was at a bbq with my friend. My friend has tested positive for COVID19 and I have tested negative. I do not need to isolate for 14 days. **FALSE** - Full incubation for COVID 19 is 14 days. At any point within those 14 days, you may develop symptoms.
- **True or false:** If someone does not have symptoms, they cannot transmit COVID19. **FALSE** - Two days before someone develops symptoms, they could be infectious. Some people have the virus, but may be asymptomatic. Some people will have mild symptoms (feel like allergies). In all of these situations, someone could transmit COVID19 to another person.
- **True or false:** I can do things that reduce my risk of getting COVID19. **TRUE** -
- **True or false**: Wearing a face covering and hand washing reduces my chances of getting COVID19. **TRUE** -
- **True or false:** The virus can be transmitted through respiratory droplets when I cough, sneeze or talk. **TRUE**
- **True or false**: If I'm wearing a mask, I don't have to worry about social distancing. **FALSE** - While masks can be protective, if they aren't worn correctly, respiratory droplets could come into contact with a mucus membrane (eyes, mouth, nose).

	• **True or false**: I tested positive, but I don't believe I have the virus because this is not a reliable test. **FALSE** - There are a lot of different tests that are available. We will talk about some of them. The test with the nasal swab is quite effective. Some of the antibody tests are not as effective. It's good to make sure that the test you're using is approved by the FDA. False negatives are a possibility.		
Break	• Invite participants to take a 10 minute break. • Set up Break Out Rooms.		10 min

Caring for self & others
 	
Pair Practice
	• Welcome back from the break. Now, we are going to share with each other about what to do if someone tests positive for COVID or if they are a "close contact".
	• Slide: Treatment for COVID
	  ○ Researchers are working on a vaccine and treatments as quickly as they can to provide safe ways to combat COVID-19
	  ○ Some treatments are available for people who are very sick and in the hospital, but those are only given by doctors. These still just treat symptoms
	  ○ All of the current things we can do for someone who has COVID-19 are related to supporting their immune system while they fight this off and treating symptoms like fever or cough
	  ○ Home remedies can help someone feel better, but it does not cure the virus or make you less infectious to other people
		❏	30 min

	○ If anyone has medication or treatment questions for you, please direct them to a medical provider for help. If they have a primary care doctor, they would be more familiar with the client's medical history - Ask: **When someone tests positive for COVID, what are the guidelines for caring for someone at home?** - Slide: Isolation at Home - Break participants into pairs to practice (practice with people from the same racial/ethnic group). Think about how to share this information in a way that will be culturally relevant for community members. *Have instructions posted in Chat.* *We are now going to break you into pairs in your own breakout rooms, please discuss the how to care for someone at home and explain:* ○ Scenario: You are working with a community member who has been told that they need to self-isolate, but they are confused as to what this means. What would you share with them about what self-isolation means? *Allow 10 minutes for discussion.* - Bring participants back to large group. Ask: **What did you have to change to make the concepts understood? How did you explain self-isolation in ways that are appropriate/relevant for your cultural community? Did anyone feel stuck or have questions about self-isolation?**		
Testing & Contact	Slide: COVID-19 Testing	❏	25 min

Tracing			

	○ Ask someone to read slide
	○ *Do you have any questions about what these tests mean or how they are collected?*
	○ *Not all antibody tests have been approved by the FDA, so it is important not to take a test that hasn't been recommended by a doctor. We are not sure how long any antibodies to COVID-19 will last or if someone can be infected with this virus again. Researchers are looking into this.*
	● Slide: COVID-19 Testing Sites
	  ○ What is the criteria for getting tested?
	  ○ List of criteria:
	  ○ How long does it take to get results?
	    ■ Depends where you get tested and when
	  ○ Insurance and fees -depends where you get tested and if you have insurance
	  ○ Where to get tested? See new state webpage too
	● Slide: Who are we? Communicable Disease Services
	  ○ There are about 100 or so reportable conditions in Oregon. We get notified of the lab result and then it's our job to reach out to people to try to figure out what made them sick and work with them to help keep the people around them safe.
	● Slide: Case Investigation/Contact Tracing
	  ○ The health department gets notified of someone who has tested positive. A case investigator will get in contact with them and ask about symptoms, where they might have been exposed and if they could have exposed anyone else		

	○ We do our best to build trust and educate the case and any family members or household contacts about most of the things we have just learned ○ We also ask if they need any assistance and may try to connect them with CHW ○ Any contacts that are shared should be contacted by a contact tracer ○ They educate the contact, but do not share who may have exposed them ○ They are asked to isolate for 14 days since they were last in contact with the case (an incubation period) ○ We are starting to try daily active monitoring where a text and email can be sent after the first call with the contact. They will be able to reply to the text, email, or call with how they are feeling. This helps us to find new cases of disease ○ Please let your communities know how important contact tracing is! We are hearing from many cases that they have already told all of their contacts about testing positive or don't feel comfortable giving out that information. ○ We understand and any part of the interview is voluntary, but this information helps us to prevent the spread of COVID-19 in the community. This information is protected by HIPPA and even if asked by the police or lawyers, we do not give that information out. We do not ask about immigration status, but may ask about demographics and other information that may seem unimportant to the case. ● Slide: MC Contact Tracing Model		

	○ This is a visual representation of what we just discussed ● Slide: Public Health Investigation & Contact Tracing 　○ More details about the visual representation from the prior slide ● Slide: Epidemiology & the Dashboard 　○ Let's click on the dashboard and see what the county is focusing on 　○ Show each section and ask if someone has an interpretation (depending on time) 　○ All of this information comes from interviews! So when we ask about race/ethnicity, symptoms, etc. 　○ You can filter by county 　○ Ask: **What do you think this information is showing? How do you interpret the data?**		
Evaluation & Closing	● Explain: As we wrap up today, we want to know what questions you still have and to do a quick evaluation of this workshop. ●	❏	5 min