WEARING AND REMOVING PERSONAL PROTECTIVE EQUIPMENT (PPE) IN A CONTROLLED ENVIRONMENT

Participants do not have prior personal protective equipment (PPE) experience. It is important for them to learn how to correctly wear and remove the PPE to ensure their safety and the safety of others. In a controlled environment, such as a classroom or a laboratory, participants can practice donning and removing PPE without the risk of contamination or exposure to disease. It is important for personnel to learn the proper sequence for putting on or "donning" PPE, even more important is for them to understand the importance of wearing each piece of PPE for their own safety. While it is important for personnel to learn the proper sequence for putting on or "donning" PPE, even more important is for them to understand the importance of wearing each piece of PPE for their own safety.

When there is a high degree of suspicion of a disease on a farm or other location (referred to as a site) all movement of animals, people and vehicles is restricted, a process known as "zoning." Zoning separates different areas of a farm or other location, typically defined by proximity to the suspected location of the disease. This is important to contain the disease to the area where it is first detected. Zoning can be applied to countries, regions within a country, villages, as well as multiple or individual farms. It is important that responders understand there are many different applications of zoning.

SITE ZONING

Zoning is a terminology principle that can be used to segment the spread of disease during a surveillance or disease outbreak. It is a useful tool that can be applied to countries, regions within a country, villages, as well as multiple or individual farms. It is important that responders understand there are many different applications of zoning.

1) Geographic zoning for bird (2008).
2) High risk zones for surveillance activities (FAO, 2008).
3) The "yellow" zone (influenza "buffer zone").
4) Cross over safely between clean and dirty zones (Figure 5).

Participants are provided with a set of scenarios and maps of a fictional region, country, or group of countries where all resources (human and financial), emergency services (logistics), and public information specialists. Participants are divided into groups and assigned to a country or region on the Poultopia map (Figure 2). They begin by creating a scenario designed to test for their own country, but simulate it in a fictional country. Participants are provided with a set of scenarios and maps of a fictional region, country, or group of countries where all resources (human and financial), emergency services (logistics), and public information specialists. Participants are divided into groups and assigned to a country or region on the Poultopia map (Figure 2). They begin by creating a scenario designed to test for their own country, but simulate it in a fictional country.

The exercises described here using practical techniques for training in use of PPE, zoning, surveillance and outbreak response have been taught to participants for HPAI outbreak response; however they can also be applied to other situations and diseases.

CONCLUSIONS

A practical high pathogenicity avian influenza first response training exercises

Practical high pathogenicity avian influenza first response training exercises (HPAI FRT) were conducted in the United States, Europe, Asia, and Africa. Participants have created to-date HPAI FRTs, post-outbreak recovery, and increased surveillance and preparedness for possible future outbreaks, have found the exercises provide practical tools and insights that can be used to modify and enhance on their own. Local and national emergency responders are involved in post-incident coordination.

REFERENCES

Harm Kiezebrink, BFC – Bird Flu Control GmbH, Schaftlanstrasse 132, 81371 Munich, Germany
Andrea M. Miles, STOP AI, DAI, 7600 Wisconsin Avenue, Bethesda, MD 20814, USA
Gary Mullins, STOP AI, DAI, 7600 Wisconsin Avenue, Bethesda, MD 20814, USA
Jules Sparrer, Livetec, 1 Sand Road, Flinton, BEDFORD, MK45 5DT, UK

Acknowledgement:

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