

# Calgary Ability Network (CAN) Recreation Table: COVID-19 Staff & Volunteer Training Guideline

**Purpose of this Document:** The purpose of this guideline is to provide disability service providers a starting checklist for key aspects to consider when designing training for staff and volunteers during COVID-19. This guideline includes 4 key training components: COVID -19 specific training, training for working remotely, training for returning to the workplace, and mental health training/supports.

## 1. COVID-19 Specific Training

- Provide an overview of COVID-19
- Train on the symptoms of COVID-19
- Train on how COVID-19 is spread
- Review personal safety best practices with staff/volunteers
  - Handwashing
  - Mask hygiene
  - Physical distancing
  - When to self-isolate
  - How to care/support others while protecting your health
- Discuss the impact of COVID-19 on the disability community
- Train on how to communicate about COVID-19 using plain language
- Provide guidance/resources related to where staff/volunteers can get up to date and official information about COVID-19

## 2. Training to work remotely

- Review where to find resources to stay productive and feel included and supported (internally & externally)
- Review working from home strategies
- Review process for requesting accommodations from your employer
- Review policies related to working from home
  - Examples:
    - Work hours
    - Appropriate use of technology/technology guidelines
    - Clear communication expectations (such as virtual meetings, phone calls, etc)

- Confidentiality of work information (including storing, protecting, and discarding confidential information)
- Use of office supplies/equipment/furniture in your home

### **3. Training for returning to the workplace**

- Communicate clearly new expectations and responsibilities  
Examples:
  - Physical distancing expectations (from other staff, clients, vendors, delivery services, participants, etc)
  - Cleaning/disinfection protocols (individual work stations, communal staff areas, program spaces, etc)
  - Masks at work protocol (where must masks be worn, private offices, etc)
- Review new policies (related to COVID-19)  
Examples:
  - Sickness/wellness policies
  - Contact tracing
  - Program policies, procedures and guidelines
  - Group meeting guidelines
  - Protocol for shared devices (ex: printers)
  - Protocols for working with families/clients
  - Protocols for common spaces (lunch rooms, break rooms, etc)
- Review and practice COVID-19 exposure protocols/situations such as:
  - Self reporting protocol: what should an employee do if they experience symptoms on-site and off-site? (who should they report their symptoms to, etc)
  - Program protocols: what is the protocol if a client/participant experiences COVID-19 like symptoms while on-site?
  - Office protocols: what is the protocol if an employee experiences COVID-19 like symptoms while on-site? (what is the disinfecting procedure, how will you contact trace potential exposures, etc)
- Ensure staff are able to describe the role of hazard identification and risk control in reducing the spread of COVID-19
- Train on and practice risk control measures to reduce the spread of COVID-19  
Examples:
  - How to practice physical distancing
  - How to communicate physical distancing using plain language

- How to safely clean and disinfect surfaces
- How to effectively hand wash
- How to safely take on and off a mask
- How to care for your PPE
- Which PPE should be used in each context (at the office, working with clients/participants, etc)
- Remind employees of the risks associated with non-compliance to safety protocols and policies (risk to themselves, their families, their colleagues, clients/participants and their families), as well as the legal obligation
- Ensure staff are aware of where they can find health guidance in the workplace (shared virtual drives, common areas, on doors, front desks, break rooms, etc.)

#### **4. Mental Health Training/Supports**

- Discuss common emotional reactions to COVID-19 and what supports exist to address these reactions
- Discuss how to develop healthy boundaries and how to communicate boundaries
- Discuss protocol/procedures on addressing mental health concerns of clients/participants and/or their families
- Train staff on potential methods of coping with stress
- Provide staff with support resources and where to find additional resources
- Ensure staff understand the impacts and importance of good mental health