



Simulation: Gown selection

Time: 20 min including debrief

Max number of people per station: 10

Number of facilitators per station: 2 or 3

Supplies Needed:

- [Video- Gown Selection](#)
- Equipment to show video in-person or virtually
- Live or virtual connection with learners
- Mechanism for learners to take notes
- PEARLS Healthcare Debriefing Tool for Simulation leader

Additional supplies for in- person simulation set up: (if applicable):

1. Gowns (unrated isolation and AAMI levels 1-4)
2. Table paper
3. Facial tissues
4. Spray bottle
5. Water for the spray bottle (may add food coloring for more emphasis)

Steps to Perform Simulation

This infection control simulation demonstrates the different levels of gowns that are available, with emphasis on fluid resistance and penetration. Focal attributes of the gowns are shown over ambient music, allowing for narration along with the video. Demonstration shows how the higher the AAMI designation number on the gown, the more fluid resistance to the wearer. Levels of gowns for different types of tasks are also discussed. Please refer to the AAMI section of this packet for more detailed information on AAMI's role and determination of levels. Use of visual elements during this simulation help develop the mental model for contamination and patient risk.

Audience: In-person or virtual learners.

If the simulation learning environment allows in-person interactive sessions, show video #2 then consider performing this exercise with live role playing with learners.

Role playing will involve donning and doffing elements of PPE by volunteers. The emphasis will be on gowns as the example. Volunteers will be asked to don five (5) different gown types:

1. Isolation gown, no AAMI level
2. Isolation gown, AAMI level 1
3. Isolation gown, AAMI level 2
4. Isolation gown, AAMI level 3
5. Isolation gown, AAMI level 4

Each volunteer will describe the comfort and the ease of use of donning, movement, and use of their particular gown.

Simulation will involve demonstration of the attributes and characteristics of the gowns. Each volunteer will be given a 2-foot section of exam table paper or 6 facial tissues to place on their abdominal area under the gown. The session

leader will use a spray bottle of water and will spray the area of the gown then allowing the volunteer to show the protection that occurs from that water exposure.

The volunteers will demonstrate differences in the gowns with ease of movement, cuffs, comfort and the fluid resistance. Members of the audience will be asked to come forward and feel each gown to see the differences in the material, stitching, and cuffs.

The session leader will then begin a brief discussion outlining the uses of gowns in the care setting and ask the participants about their thoughts regarding gown use and levels of protection. The information provided in Resource PPE may help guide the discussion. This resource enables the learner to select the type of gown/types of gowns most appropriate to the situation. An answer key with rationale is also provided.

Debriefing Script*:

The session leader will then begin a brief discussion outlining the uses of gowns in the care setting and ask the participants about their thoughts regarding gown use and levels of protection. The information provided in Resource PPE may help guide the discussion. This resource enables the learner to select the type of gown/types of gowns most appropriate to the situation. An answer key with rationale is also provided.

What are the key considerations for selecting the appropriate level gown (AAMI) for the task?

Why is the level of gown important when assessing the protection level needed for the type of task?

When: during patient care activities that involve chance of contact with the patient, and splash/spray opportunities

How: Check the label of the gown, and consider the task you will be performing, and choose your gown accordingly.

As facilitators use this video, stop and point out visual evidence of fluid leakage. Ask for responses to the video. Ask about personal experiences of leakage through a gown. Refer to Resource PPE 2-1: Selecting type of gown for patient scenario to test individual knowledge, or as a group discussion. If able, provide different types of gowns for learners to touch and compare. Encourage discussion.

Facilitator: Thank you for participating in this debriefing session about the importance of selecting the appropriate gown for the task. Let's discuss the key points and address any questions or concerns you may have.

Question 1: What are the key considerations for selecting the appropriate level gown (AAMI) for the task?

Answer: Is there a probability that you will come in contact with the patient, and/or splash/spray opportunities? Is the patient in isolation? Thickness, permeability? Encourage discussion.

Question 2: Why is the level of gown important when assessing the protection level needed for the type of task?

Answer: The level of the gown indicates that the gown provides a specific amount of protection. Higher levels of gowns offer more protection for splash/spray contamination.

Question 3: What level gown would one wear during a CPR CODE in the Emergency Room?

Answer: Level 4 gown would be optimal for this type of patient care due to the high probability of spray/splash of body fluids during the CPR.

Question 4: Do you notice inappropriate use of gowns at your workplace? Please give some examples.

Answer: No wrong answers. Encourage discussion. (I.e. gowns worn as jackets, double gowning).

Question 5: What level of gown would be appropriate for basic care, such as standard isolation, with no fear of splash/spray?

Answer: Level 1

Question 6: Can unrated gowns be used in the healthcare setting?

Answer: Gowns that lack a designated AAMI level should be evaluated prior to use to determine if they do, in fact, provide the level of protection that is desired when worn for the designated purpose. CDC also maintains information regarding PPE attributes available at

<http://www.cdc.gov/PPEInfo/Standards/info/ANSI/AAMIPB70Class3>

Facilitator: Thank you for your participation. Understanding the importance selecting the appropriate level gown for the task. If you have any further questions or need clarification on any topic, please feel free to ask.

***Disclaimer: Please follow this debriefing script. The skill of debriefing is a process that takes time and experience to learn. Please do not use these debriefing tools outside of this situation without appropriate knowledge and experience.**

ANSI/AAMI:PB70:2012. (2012). Liquid barrier performance and classification of protective apparel and drapes intended for use in healthcare facilities, Association for the Advancement of Medical Instrumentation, Arlington VA.

CDC. (2020b). Which procedures are considered aerosol generating procedures in healthcare settings? Available from <https://cdc.gov/coronavirus/2019-ncov/hcp/faq.html#Infection-Control>

CDC. (2023). NIOSH Personal Protective Equipment Information (PPE-Info). CDC. Retrieved from [PPE-Info - Standard Details \(cdc.gov\)](https://www.cdc.gov/ppe-info/standard-details)

Siegel JD, Rhinehart E, Jackson M, Chiarello L, Healthcare Infection Control Practices Advisory Committee. 2007 Guideline for Isolation Precautions: Preventing Transmission of Infectious Agents in Healthcare Settings. Am J Infect control. 2007 Dec 35(10 Suppl 2):S65-164. Available from <http://www.cdc.gov/hicpac/pdf/isolation/Isolation2007.pdf>

US Department of Labor. (1992). Occupational Safety & Health Administration. 29 CFR 1910.1030 Bloodborne Pathogens.

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