

**COMMUNITY EMERGENCY  
RESPONSE TEAM**

**PANDEMIC INFLUENZA MODULE**

**INSTRUCTOR GUIDE**

September 2009



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# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

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## COMMUNITY EMERGENCY RESPONSE TEAM PANDEMIC INFLUENZA MODULE

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### ACKNOWLEDGEMENTS

The California Department of Public Health, Pandemic Planning and Response Section, of the Immunization Branch recognized the valuable role Community Emergency Response Teams (CERT) could provide before, during and after a pandemic to support their communities in times of need. This Pandemic Influenza training module for CERT members was developed and produced by Contra Costa Health Services (CCHS) under a grant by California Department of Public Health (CDPH) and supervised by Dr. Gwendolyn Hammer, project manager.

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## COMMUNITY EMERGENCY RESPONSE TEAM PANDEMIC INFLUENZA MODULE

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### ACKNOWLEDGEMENTS (CONTINUED)

#### Disclaimer

This training is not affiliated with, or part of, the FEMA CERT curricula. This training is a stand-alone module that is intended for delivery to individuals who are currently affiliated with a disaster volunteer program such as the Community Emergency Response Team (CERT) program.

Thank you for your interest in this Pandemic Influenza training module. The materials in the module are the result of collaboration between health service professionals and leaders from the California disaster volunteer program field.

Please consider these materials as an additional training resource that can be used to increase the knowledge and personal preparedness of disaster volunteers, and through them their families, communities, and California.

Any questions related to the content of these materials should be directed to Dr. Gwendolyn Hammer, CDPH at email address: [Gwendolyn.Hammer@cdph.ca.gov](mailto:Gwendolyn.Hammer@cdph.ca.gov).

Thank you for taking the steps to make California a safer, better prepared state.

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# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

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### MODULE OVERVIEW

This pandemic influenza module was developed for use by people with no medical background. For the purpose of this module, pandemic influenza will be referred to as pandemic flu.

Instructor Note: *(See Appendix A: Glossary of Terms)*

The module was developed to serve as supplemental training once CERT members have completed their basic training. Not every CERT team member may wish to take part in supplemental training related to pandemic flu. Some, however, may wish to learn about ways to get involved in their neighborhoods before, during, or after a pandemic flu outbreak. Others may be interested in helping prepare themselves, their families and their neighbors before a pandemic occurs. Still others may feel comfortable assisting local health departments in their response activities during a pandemic outbreak. Whatever roles CERT members may choose, the information provided in this module can help them become better able to protect themselves, their families and their neighbors from pandemic flu.

### Pandemic Flu

Pandemic flu is a respiratory illness (disease of the lungs). It is caused by a new germ (virus) that suddenly appears (outbreak). People have little or no ability to fight off the disease (immunity). It spreads easily from person to person. It is found throughout the world.

*The definition of pandemic flu is:*

- A new flu virus is found that causes illness;
- There is little or no immunity in the population;
- It spreads easily from person to person; and
- It is found throughout the world

### Why Should CERT Teams Be Concerned About Pandemic Flu?

If a severe pandemic flu outbreak strikes, services and supplies we count on may not be available. Services provided by banks, stores, restaurants, government offices, the post office and public transportation may be disrupted. Students may be dismissed from schools and childcare facilities may be closed for an extended period of time. Hospitals and health care providers may be overwhelmed with people needing medical care as well as people seeking guidance and reassurance—the “worried well”.

When a pandemic strikes, people will want to get factual information from trusted and reliable sources such as CERT members from their own communities.

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## COMMUNITY EMERGENCY RESPONSE TEAM

### PANDEMIC INFLUENZA MODULE

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- CERT teams have already been trained to respond to catastrophic disasters such as earthquakes, fires, or floods, when emergency services are not available.
- A severe pandemic flu outbreak would be another type of catastrophic disaster affecting all aspects of our society.

CERT teams are known and trusted members of their communities. CERT members can play many important roles before, during and after a pandemic flu outbreak.

#### **Role of CERT Teams**

CERT members can help themselves, their families and their neighbors prepare for and respond to a pandemic by:

- Learning about the potential health and social impacts of pandemic flu
- Finding out about local health department or other government pandemic flu response plans
- Identifying community members whose needs might not be met during a severe pandemic
- Identifying activities that CERT members could safely perform during a pandemic
- Keeping neighbors informed and responding to rumors and misinformation with up-to-date and accurate information about pandemic flu to curb fear and confusion
- Helping neighbors learn what they can do to reduce their risk of getting sick by teaching basic hygiene techniques such as proper ways to cover a cough and hand washing

If properly trained and prepared, CERT members will be essential partners in helping to protect the public's health and safety during a severe pandemic flu outbreak.

#### **This Module Is:**

- An overview of pandemic flu
- To train CERT members how to protect themselves, their family, and their neighbors from getting pandemic flu
- A review of CERT roles before, during, and after a flu pandemic
- For people with little or no medical background

#### **This Module Is Not:**

- An in-depth look at the science of viruses that cause pandemic flu
- To prepare CERT members to provide medical care for neighbors

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# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

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### Module Objectives

- At the end of this module, CERT members will be able to:
  - » Explain what pandemic flu is and how it is spread
  - » Demonstrate at least four ways CERT members can help protect themselves, their families, and their neighbors from getting pandemic flu
  - » Describe at least four roles CERT teams can play in their neighborhoods before, during, and after a pandemic flu

### Scope

The topics in the core unit include:

- An overview of pandemic flu
- What CERT members can do to prepare for pandemic flu
- The differences between the common cold, seasonal flu, and pandemic flu
- The roles of CERT members before, during, and after a flu pandemic
- Ways to help control the spread of disease
- What CERT members can do to help their families and neighbors prepare for pandemic flu
- An overview of personal protective equipment
- Basic home care for people with pandemic flu including rehydration guidelines
- Unit Summary

The topics in this optional activities section include:

- Hand Washing Demonstrations Using Glo-germ® and Black Light Box and Hand Sanitizer
- Personal Protective Equipment: Donning and Doffing Disposable Gloves
- Respirator Fit Test in Non-Work Settings

### ESTIMATED COMPLETION TIME:

2.5 hours core pandemic flu module; supplemental activities an additional 30–45 minutes

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# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

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### TRAINING METHODS

The lead instructor will use the PowerPoint presentation to facilitate the session. The PowerPoint session includes imbedded videos that complement the topics covered in the module.

The module is designed to “stand alone” meaning that if copies of the student manual are not available the PowerPoint presentation addresses all of the topics covered in the student manual.

At a minimum, students should be provided with copies of the PowerPoint slides as reference materials and for note taking.

### Resources Required

- CERT Pandemic Influenza Module Instructor’s Guide
- CERT Pandemic Influenza Module Participant Guide (or Handouts of the PowerPoint Slides)
- CERT Pandemic Influenza PowerPoint Presentation

### Equipment and Supplies

A computer with PowerPoint software (PowerPoint 97 or more recent) and video media player software such as RealPlayer or Windows Media player

A computer projector (LCD projector)

Sound system such as plug in computer speakers

Screen

Chart paper

Easel

Markers

Masking tape

Pens and pencils

Copies of PowerPoint presentation

### Optional:

Alcohol-based hand sanitizer (at least 60% alcohol)

Paper towels or hand wipes

Trash can

Surgical masks

N-95 respirator(s)

Disposable gloves – latex free

Disposable gowns

Glo-germ® (See Appendix R: Viewing Box Instructions for source)

Black light and box

Shaving cream

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# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

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Review the student and instructor manuals, handouts, glossary, and other unit materials. Preview the module, slide show, and videos.

If using Glo-germ® and a black light for the hand washing demonstration be sure the supplies are on hand and that there is a power source or batteries for the black light. Have hand washing facilities readily available or paper towels or hand wipes on hand.

A suggested time plan for this unit is as follows:

Introduction and Module Overview .....	10 minutes
Pandemic Flu — Background .....	20 minutes
Pandemic Flu and Severity .....	10 minutes
How a Pandemic Is Declared .....	5 minutes
How Long a Pandemic Lasts .....	5 minutes
How a Pandemic Can Spread .....	20 minutes
Seasonal Flu And Pandemic Flu Differences .....	10 minutes
Seasonal Flu and Pandemic Flu Similarities.....	5 minutes
CERT Roles Before, During, and After Pandemic Flu .....	45 minutes
Basic Home Care.....	15 minutes
Module Summary .....	5 minutes

### Optional Activities:

- Hand Washing Demonstrations
- Using Glo-germ® and Black Light Box
- Using Hand Sanitizer
- Personal Protective Equipment
- Donning and Doffing Disposable Gloves
- Respirator Fit Test in Non-Work Settings

### Remarks

Flu outbreaks occur regularly throughout the world. Each year, seasonal flu kills about 36,000 people in the United States. When a new flu virus appears it could rapidly start a global disease outbreak called a pandemic flu. Pandemic flu occurs about every 30–40 years. The World Health Organization (WHO) is the agency responsible for declaring a global pandemic. In June 2009, WHO declared a pandemic flu caused by Influenza A H1N1 (H1N1), originally referred to as swine flu.

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## COMMUNITY EMERGENCY RESPONSE TEAM

### PANDEMIC INFLUENZA MODULE

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In the United States, the Centers for Disease Control and Prevention (CDC) provide guidance and assistance during significant disease outbreaks including pandemic flu. The California Department of Public Health (CDPH) provides support, guidance and technical assistance to local health departments throughout the state. Local health departments respond to disease outbreaks at the local level. They are responsible for implementing local activities to control the spread of disease.

Before teaching this module, instructors should check with their local health department or one of these reliable websites for information on the current status of activities related to pandemic flu.

CDC:

<http://www.pandemicflu.gov/>

World Health Organization:

<http://www.who.int/en/>

California Department of Public Health:

<http://ww2.cdph.ca.gov/Pages/default.aspx>

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# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

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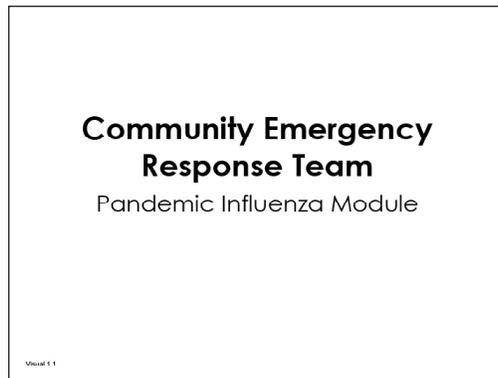
Introduce Unit

### INTRODUCTION

Introduce this module by welcoming the participants to this supplemental CERT training and introducing the instructors for the session. Ask any new instructors or guest speakers to briefly describe their background or experience as it relates to pandemic flu.



Visual 1.1



Visual 1.1

Explain that this module was developed for people with no medical background. Explain that CERT members may have questions about the role of CERT teams before, during, or after a pandemic flu outbreak.



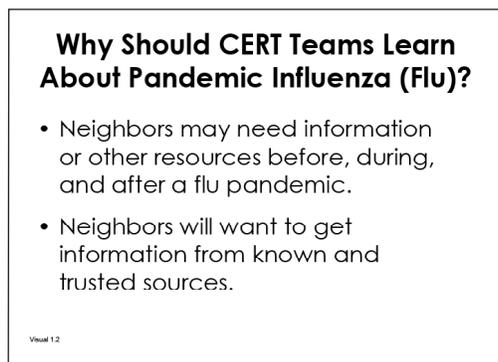
### Brainstorm

Ask participants why they think that CERT team members should learn about pandemic flu?

Clarify their responses.



Visual 1.2



Visual 1.2

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# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

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Explain that neighbors may need information or other resources before, during, and after a flu pandemic.

Explain that neighbors will want to get information from known and trusted sources.

Explain that CERT teams are already trained to respond to catastrophic disasters and that a severe pandemic flu outbreak would be another type of catastrophic disaster.



Visual 1.3

### **Why Should CERT Teams Learn About Pandemic Flu (Continued)?**

- CERT teams are already trained to respond to catastrophic disasters.
- A severe pandemic flu would be another type of catastrophic disaster.

Visual 1.3

Visual 1.3

Tell the group that this module is:

- An overview of pandemic flu
- To train CERT members how to protect themselves, their family, and their neighbors from getting pandemic flu



Visual 1.4

### **This Module Is:**

- An overview of pandemic flu.
- To train CERT members how to protect themselves, their family, and their neighbors from getting pandemic flu.

Visual 1.4

Visual 1.4

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# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

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- A review of CERT roles before, during, and after a flu pandemic
- For people with little or no medical background



Visual 1.5

**This Module Is (Cont'd):**

- A review of CERT roles before, during, and after a flu pandemic.
- For people with little or no medical background.

Visual 1.5

Visual 1.5

Explain that this CERT module is not:

- An in-depth look at the science of viruses that cause pandemic flu
- Designed to prepare CERT members to provide medical care for their neighbors



Visual 1.6

**This Module Is Not:**

- An in-depth look at the science of viruses that cause pandemic flu.
- To prepare CERT members to provide medical care for neighbors.



Visual 1.6

Visual 1.6

Explain to participants that you'll now review the module objectives.

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# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

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Tell participants that by the end of the pandemic flu training session, they should be able to:

- Explain what pandemic flu is and how it is spread
- Demonstrate at least four ways CERT members can help protect themselves, their families, and their neighbors from getting pandemic flu



Visual 1.7

**Module Objectives**

- **CERT members will be able to:**
  - Explain what pandemic flu is and how it is spread.
  - Demonstrate at least four ways CERT members can help protect themselves, their families, and their neighbors from getting pandemic flu.



Visual 1.7

Visual 1.7

- Describe at least four roles CERT teams can play in their neighborhoods before, during, and after a pandemic flu



Visual 1.8

**Module Objectives (Cont'd):**

- **CERT members will be able to:**
  - Describe at least four roles CERT teams can play in their neighborhoods before, during, and after a pandemic flu.

Visual 1.8

Visual 1.8



### Question

Ask if anyone has a question about what will be covered in the module.

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## COMMUNITY EMERGENCY RESPONSE TEAM

### PANDEMIC INFLUENZA MODULE

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Record

Record participant questions on chart paper. Explain that if the questions can't be answered after completing this unit, you will try and find out the answers and follow-up with them.

#### PANDEMIC FLU— BACKGROUND

Explain that it's important for CERT members to be able to explain to others what is meant by pandemic flu.



Instructor's Note

Instructor Note: *(See Appendix B: Pandemic Flu Background Information and Appendix C: Pandemic Flu Fact Sheet)*

#### Influenza (Flu)

Explain to the group that influenza (flu) is a respiratory disease of the lungs. It is caused by a virus. It is spread easily from person to person when the respiratory droplets from an infected person come in to contact with the eyes, nose or mouth of another person or are inhaled. The respiratory droplets are spread from an infected person through coughing, sneezing, or talking.



Visual 1.9

#### Influenza (Flu)

- Influenza is a respiratory disease of the lungs.
- It is caused by a virus.
- It is spread easily from person to person when the respiratory droplets from an infected person come into contact with the eyes, nose or mouth of another person or are inhaled.
- The respiratory droplets are spread through coughing, sneezing, or talking.

Visual 1.9

Tell the group that we will begin this session with an overview of pandemic flu.

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# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

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### Definition of Pandemic Flu

Explain that the definition of pandemic flu is:

- A new flu virus is found causing illness;
- There is little or no immunity in the population;
- It spreads it easily from person to person; and
- It is found throughout the world



Visual 1.10

**The Definition of Pandemic Flu Is:**

- A new flu virus is found causing illness;
- There is little or no immunity in the population;
- It spreads easily from person to person; and
- It is found throughout the world

Visual 1.10



Visual 1.10

Tell participants that we will now to discuss why people should be concerned about pandemic flu:

- There were three pandemics in the last century
- They ranged from a:
  - » mild pandemic that sickened and killed about the same number of people as seasonal flu
  - » (Seasonal flu kills about 36,000 people in the United States each year)



Visual 1.11

**Why People Should Be Concerned About Pandemic Flu**

- There were three pandemics in the last century.
- They ranged from a:
  - Mild pandemic that sickened and killed about the same number of people as seasonal flu.

*(Seasonal flu kills about 36,000 people in the U.S. each year)*

Visual 1.11

Visual 1.11

# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

- To a severe pandemic that sickened and killed many people



Visual 1.12

**Why People Should Be Concerned About Pandemic Flu (Cont'd)**

- To a severe pandemic that sickened and killed many people.

Visual 1.12

Visual 1.12

Explain that this slide shows the impact of the last three pandemics.

The 1918 pandemic was known as the “Spanish Flu”. Between 20 and 40 million people died worldwide. There were about a half a million deaths in the U.S. alone.

The pandemic that occurred in 1957 was called the “Asian Flu”. It caused about 1 million deaths worldwide. About 70,000 of those were in the United States.

In 1968, the “Hong Kong Flu” caused about 1 million deaths worldwide. About 34,000 people died in the United States as a result of the “Hong Kong Flu”.



Visual 1.13

**Pandemic Flu in The Last Century**

		
<b>1918</b>	<b>1957</b>	<b>1968</b>
<b>“Spanish Flu”</b>	<b>“Asian Flu”</b>	<b>“Hong Kong Flu”</b>
20-40 million deaths worldwide	1 million deaths worldwide	1 million deaths worldwide
↓	↓	↓
<b>500,000 deaths USA</b>	<b>70,000 deaths USA</b>	<b>34,000 deaths USA</b>

Visual 1.13

Visual 1.13

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## COMMUNITY EMERGENCY RESPONSE TEAM

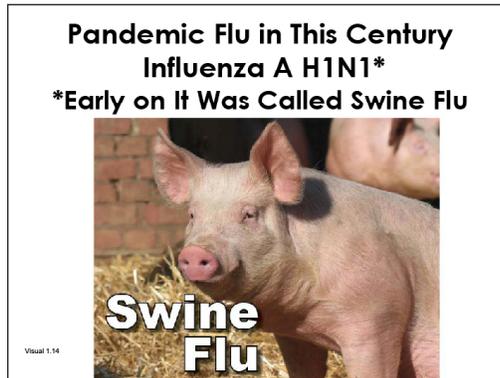
### PANDEMIC INFLUENZA MODULE

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Thus far we have had one pandemic flu outbreak in this century. Early on it was called swine flu. The scientific name is Influenza A, H1N1, commonly referred to as H1N1.



Visual 1.14



Visual 1.14

### So Why is H1N1 Considered a Pandemic?

To be declared a pandemic flu the disease must meet certain criteria. H1N1 meets all of these criteria.

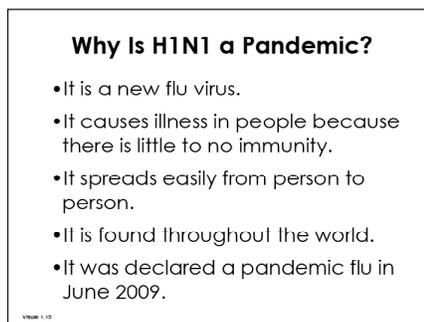
These criteria are:

- It is a new flu virus.
- It causes illness in people because there is little to no immunity.
- It spreads it easily from person to person.
- It is found throughout the world.
- It was declared a pandemic flu in June 2009.



Visual 1.15

### General Overview of Pandemic Flu



Visual 1.15

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# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

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Explain to participants that:

- Flu pandemics are naturally occurring events
- They occur about every 30 to 40 years
- They can range from mild to severe
- In a severe pandemic flu all health care systems will be overwhelmed
- Businesses, transportation, and schools will all be affected due to absenteeism of workers



Visual 1.16

**General Overview of  
Pandemic Flu**

- Flu pandemics are naturally occurring events
- They occur about every 30 or 40 years
- They can range from mild to severe

Visual 1.16

Visual 1.16



Visual 1.17

**General Overview of  
Pandemic Flu (Cont'd):**

- In a severe pandemic flu all health care systems will be overwhelmed
- Businesses, transportation, and schools will all be affected due to absenteeism of workers

Visual 1.17

Visual 1.17

### Video: “Hospitals all Full-Up”

Explain to participants that they’re going to see a video that documents the real impacts of a pandemic flu in the United States in 1918. This flu was known as the “Spanish Flu”. This flu was considered severe – and a “worst case scenario” in terms of pandemic flu outbreaks.

Explain that the video will show what happened during the 1918 pandemic when many parts of society broke down. That included hospitals and medical care, communications systems such as telephone service, and mortuary services, to name a few.

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# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

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Visual 1.18

### Video: "Hospitals All Full-Up"

This video you are about to see documents the real impacts of a severe pandemic flu in the U.S. in 1918.

The video ends by showing what could happen in the U.S. if a severe pandemic were to happen today.

Visual 1.18

Visual 1.18

The video ends by showing what could happen in United States if a severe pandemic flu were to happen today.

Show video.



Visual 1.19

### Hospitals All Full-Up



Visual 1.19



### Brainstorm

Ask participants to comment on what they thought were some of the key points in the video.



Visual 1.20

**What were some of the key points in the video?**

Visual 1.20

Visual 1.20

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# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

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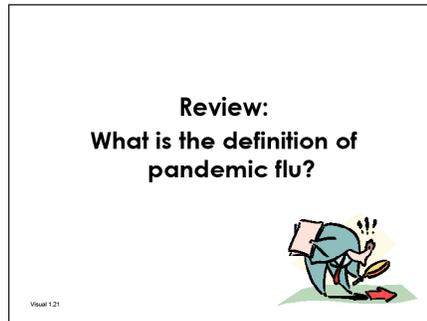


### Pandemic Flu Review—Brainstorm

Ask participants to name the four criteria in the definition of pandemic flu.



Visual 1.21



Visual 1.21

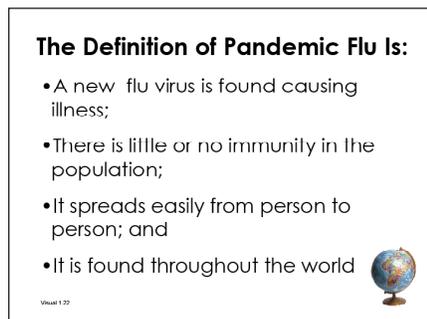
Review the definition.

The definition of pandemic flu is:

- A new flu virus is found causing illness;
- There is little or no immunity in the population;
- It spreads it easily from person to person; and
- It is found throughout the world



Visual 1.22



Visual 1.22

### Pandemic Flu and Severity

#### Severe Pandemic Flu in the United States—Estimates

Tell participants that we're now going to talk about what could happen if a pandemic flu became severe today.

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# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

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### In the United States, approximately

- 1.8 million people could die
- 9.9 million people could be hospitalized
- 90 million people or 30% of the U.S. population could become ill
- Hospitals would be overwhelmed
- There would be shortages of supplies, equipment, and workers
- There would be no “business as usual”
- It would cause major disruptions in the workforce
- Everyone would be affected because of illness or absenteeism



Visual 1.23

#### **What If a Pandemic Flu Became Severe Today?**

- In the United States, approximately:
  - 1.8 million people could die
  - 9.9 million could be hospitalized
  - 90 million (30% of U.S. population) could become ill

Visual 1.23



Visual 1.24

### Visual 1.23

#### **What If a Pandemic Flu Became Severe Today? (Cont'd):**

- Hospitals would be overwhelmed.
- There would be shortages of supplies, equipment, and workers.
- There would be no “business as usual”.

Visual 1.24

### Visual 1.24

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# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

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Visual 1.25

### What If a Pandemic Flu Became Severe Today? (Cont'd):

- It would cause major disruptions in the workforce.
- Everyone would be affected because of illness or absenteeism.

Visual 1.25

Visual 1.25

### Pandemic Severity

Explain to participants that we're now going to talk more about what pandemic severity means and why we should be concerned about severity as it relates to pandemic flu.

- Severity refers to the number of people who get sick with pandemic flu and die



Visual 1.26

### Why We Should Be Concerned About The Severity Of A Pandemic Flu

- Severity refers to the number of people who get sick with pandemic flu and die.

Visual 1.26

Visual 1.26

Explain to participants that

- A pandemic flu can be mild

This means about the same number of people die from pandemic flu as from seasonal flu

About 36,000 people in the United States die from seasonal flu each year

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# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

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Visual 1.27

**Pandemic Severity**

- A pandemic flu can be mild.
  - This means about the same number of people die from pandemic flu as from seasonal flu.
  - About 36,000 people in the U.S. die from seasonal flu each year.

Visual 1.27

Visual 1.27

- A pandemic flu can be moderate
- A pandemic flu can be severe
- This means many people die of pandemic flu
- For example, during the 1918 pandemic flu about 500,000 people died in the United States



Visual 1.28

**Pandemic Severity (Cont'd):**

- A pandemic flu can be moderate.
- A pandemic flu can be severe.
  - This means many people die of pandemic flu.
  - For example, during the 1918 pandemic flu about 500,000 people died in the U.S.

Visual 1.28

Visual 1.28

Stress that a severe pandemic could impact all aspects of our lives including our ability to get health care, our ability to rely on communications systems, food supplies through transportation systems—virtually everything.

### **Pandemic Severity Index**

Explain to participants that the Centers for Disease Control and Prevention (CDC) have developed a scale to help measure the severity of flu pandemics. This scale is called the Pandemic Severity Index. It ranks the severity of flu pandemics using categories similar to those used to rank hurricanes (Category 1 being the least severe and Category 5 being the most severe).

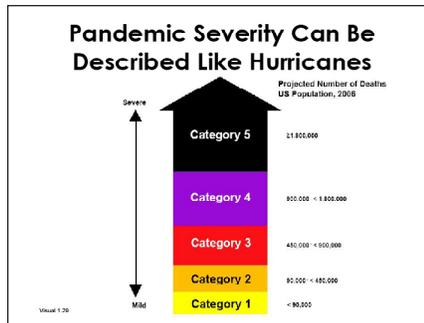
# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

This means that during a mild pandemic fewer people who become ill are expected to die. During a more severe pandemic, such as a Category 4 or 5, many more people who become sick with pandemic flu would die of the disease.



Visual 1.29



Visual 1.29

### How A Pandemic Is Declared

Explain to participants that the World Health Organization (WHO) is responsible for declaring flu pandemics.



Instructor's Note

(See Appendix D: World Health Organization Pandemic Phases sheet)

Before a pandemic can be declared the disease must go through several phases.



Visual 1.30

**How a Pandemic Is Declared**

- The World Health Organization (WHO) is responsible for declaring flu pandemics.
- Before a pandemic can be declared, the disease must go through several phases.

Visual 1.30

Visual 1.30

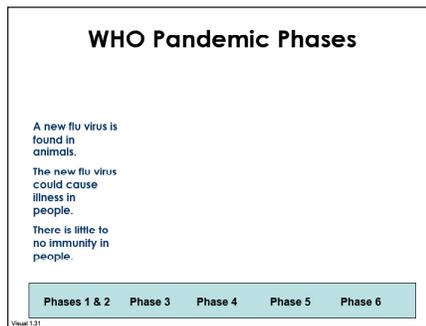
Explain that in phases 1 & 2, a new flu virus is found in animals. The new flu virus could cause illness in people. And there is little to no immunity in people.

# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE



Visual 1.31

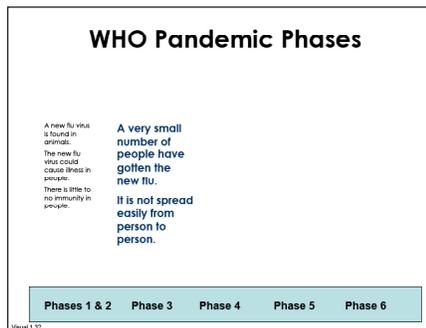


Visual 1.31

During pandemic phase 3, a very small number of people have gotten the new flu. It is not spread easily from person to person.



Visual 1.32

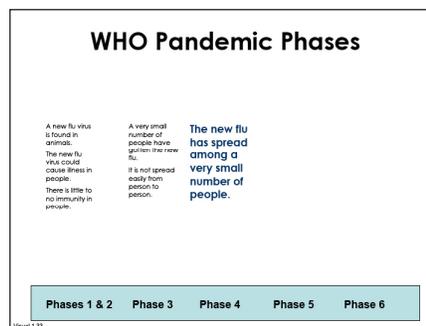


Visual 1.32

During phase 4, the new flu has spread among a very small number of people.



Visual 1.33



Visual 1.33

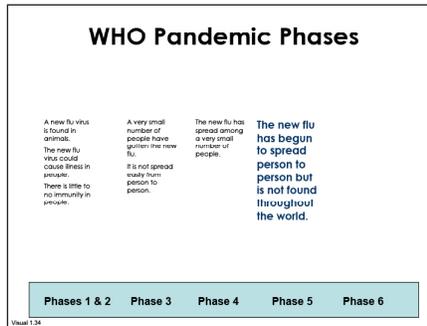
# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

By phase 5, the new flu has begun to spread person to person but is not found throughout the world.



Visual 1.34

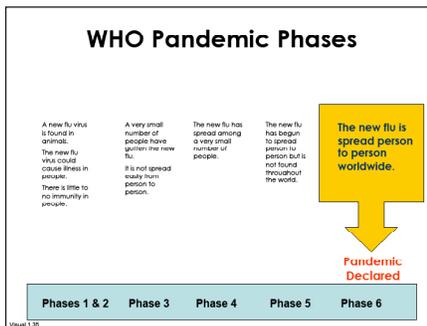


Visual 1.34

Once the new flu is spread easily from person to person world wide it has now reached phase 6 according to the World Health Organization's pandemic flu phases. WHO will declare a pandemic.



Visual 1.35



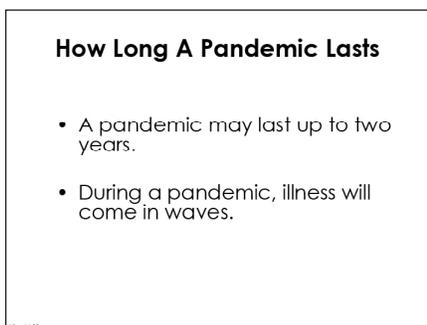
Visual 1.35

### How Long a Pandemic Lasts

Explain to participants that a pandemic may last up to two years. During a pandemic, illness will come in waves.



Visual 1.36



Visual 1.36

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## COMMUNITY EMERGENCY RESPONSE TEAM

### PANDEMIC INFLUENZA MODULE

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Explain to participants that a pandemic flu wave is when many people in a community get the flu around the same time. Then the flu seems to disappear.

Several weeks or months later the flu comes back, making people sick who didn't get the flu the first time around.



Visual 1.37

#### How Long A Pandemic Lasts (Cont'd)

- A pandemic wave is when many people in a community get the flu around the same time. Then the flu seems to disappear.
- Several weeks or months later the flu comes back, making people sick who didn't get the flu the first time around.

Visual 1.37

Visual 1.37

Tell participants that waves of illness may last six to eight weeks in a community.



Visual 1.38

#### How Long A Pandemic Lasts (Cont'd)

- Waves of illness may last 6-8 weeks in a community.



Visual 1.38

Visual 1.38

### How a Pandemic Can Spread

Explain to participants that we're now going to talk about how a pandemic flu can spread. Pandemic flu can spread easily from person to person when a sick person coughs, sneezes, or talks, usually within 6ft. of another person.

# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE



Visual 1.39

### How a Pandemic Can Spread

It can spread easily from person to person when a sick person...

- Coughs
- Sneezes
- Talks

...usually within 6 feet of another person.



Visual 1.39

Visual 1.39

Tell participants that the respiratory droplets from the coughs and sneezes of the sick person come into contact with the eyes, nose, or mouth (mucous membranes) of a healthy person or are inhaled.



Visual 1.40

### How a Pandemic Can Spread (Cont'd):

The respiratory droplets from the cough or sneeze of the sick person come into contact with the eyes, nose, or mouth (mucous membranes) of a healthy person or are inhaled.



Visual 1.40

Visual 1.40

## What CERT Team Members Can Do To Prepare For Pandemic Flu

Tell participants that the next session will address what CERT team members can do to prepare **before** a pandemic flu occurs.



Visual 1.41

**What CERT team members can do to prepare for pandemic flu**

Visual 1.41

Visual 1.41

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## COMMUNITY EMERGENCY RESPONSE TEAM

### PANDEMIC INFLUENZA MODULE

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Explain that as a first step in preparing for pandemic flu, CERT team members can learn the differences between the common cold, seasonal flu and pandemic flu. They can then explain these differences to people in their neighborhoods to dispel myths and clarify misinformation.

#### The Differences Between the Common Cold, Seasonal Flu and Pandemic Flu



Visual 1.42

**First, CERT Members Can Learn:**

- The differences between the common cold, seasonal flu and pandemic flu.

The next series of slides will teach you about these differences.

Visual 1.42

Visual 1.42

#### The Common Cold Versus Seasonal Flu

Explain that we will start by comparing the differences between the common cold and seasonal flu.



Instructor's Note

Instructor Note: (See Appendix E: Common Cold Versus Seasonal Flu Fact Sheet)



Visual 1.43

**The common cold versus  
seasonal flu**



Visual 1.43

Visual 1.43

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# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

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### Brainstorm

Ask participants by a show of hands, how many of you have ever had a cold?

Then ask, how many of you have ever had the flu?

Finally, ask for volunteers to share how they can tell the difference.



Visual 1.44



Visual 1.44

Explain that different germs (viruses) cause the common cold and seasonal flu. The symptoms of each are very different as well. Tell participants that seasonal flu is the type of flu that occurs yearly, mainly in the late fall through spring.

Explain that flu virus can spread to others 1–2 days before, and for another 3 to 4 days after, symptoms appear. A person will usually feel symptoms about 1 to 4 days after they have been infected with the flu virus. Mention that people who’ve had the flu already described some of the key differences.

With a cold, you may take some over-the-counter products for a stuffy head. You may feel badly for a couple of days and then get better. With the flu, you feel as if you’ve been hit by a truck! The symptoms start very quickly and include: fever *and* cough or fever *and* sore throat plus, headache, tiredness, body aches, runny nose, and chills. People with the flu don’t usually spring back as quickly as from the common cold. In fact, thousands of people die each year from the flu—that is not the case with the common cold.

# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE



Visual 1.45

<b>The Common Cold vs. Seasonal (Annual) Flu</b>		
<b>Cold vs. Seasonal Flu</b>		
<b>Onset</b>	• Gradual	• Sudden
<b>Symptoms</b>	• Cough • Stuffy head	• Fever and cough or fever and sore throat
<b>Treatment of Symptoms</b>	• Decongestants • Cough medicine • Fever reducers	• Decongestants • Cough medicine • Fever reducers

Visual 1.45

Visual 1.45

One important difference in treating these two illnesses has to do with the use of antivirals. With the common cold, antivirals are not effective. With seasonal flu, antivirals are possibly effective depending on the virus. Healthcare providers have the information about which flus may respond to antivirals.

In terms of preventing illness, there is no vaccine to prevent the common cold. With seasonal flu, however, a new vaccine is produced each year with the goal of preventing people from getting ill. In terms of how long people are sick, with the common cold, some people feel better after a few days. With seasonal flu, people can be sick for a week or more. Seasonal flu can also be life-threatening for the very young, the very old, or those who have chronic conditions such as asthma or diabetes.



Visual 1.46

<b>The Common Cold vs. Seasonal (Annual) Flu (Cont'd):</b>		
<b>Cold vs. Seasonal Flu</b>		
<b>Antivirals</b>	• Not effective	• Possibly effective
<b>Prevention</b>	• Vaccines not effective	• Annual flu vaccine
<b>How Long Illness Lasts</b>	• Feel better after a few days	• Can be sick for a week or more • Can be life-threatening

Visual 1.46

Visual 1.46

### **Seasonal Flu Versus Pandemic Flu—How They Are Different**

Introduce the next session by explaining to participants that we will now cover the differences between seasonal flu and pandemic flu.

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## COMMUNITY EMERGENCY RESPONSE TEAM

### PANDEMIC INFLUENZA MODULE

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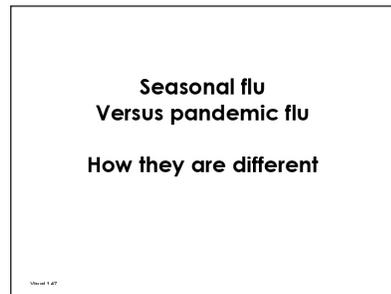
State that even though there are a number of similarities between seasonal and pandemic flu, there are also several unique differences. Tell participants that the next series of slides will point out the key differences between seasonal and pandemic flu.

 Instructor's Note

Instructor Note: (See Appendix F: Seasonal Flu And Pandemic Flu Differences)



Visual 1.47



Visual 1.47

As has already been mentioned, seasonal flu occurs every year, usually in the winter months. Pandemic flu, however, only occurs about every 30 to 40 years. To review, a pandemic flu may be mild, moderate or severe. Severity refers to the ratio between the number of people who become sick with the disease and die from it. In a mild pandemic flu, fewer people will die of the disease. In contrast, in a severe pandemic flu, many more people will die.

Another important distinction between seasonal flu and pandemic flu is that variations of seasonal flu are present year to year. This means that there is some immunity (resistance) among many people to the flu virus from year to year.

A pandemic flu, however, is caused by a new virus. This means that few, if any, people have been exposed to this virus in the past so there is little to no immunity (resistance) to the disease.

# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE



Visual 1.48

<b>Seasonal Flu</b>	<b>Pandemic Flu (Mild, Moderate, or Severe)</b>
<ul style="list-style-type: none"><li>• Occurs every year, usually in winter</li></ul>	<ul style="list-style-type: none"><li>• Occurs about every 30 – 40 years</li></ul>
<ul style="list-style-type: none"><li>• Some immunity</li></ul>	<ul style="list-style-type: none"><li>• Little to no immunity</li></ul>

Visual 1.48

Visual 1.48

Explain to participants that there are several other unique differences between seasonal flu and pandemic flu. For instance, seasonal flu vaccines are available each year, usually at the start of flu season. In the case of pandemic flu, however, a vaccine to protect against it will not be available in the early stages of a pandemic. It takes approximately six months to produce a vaccine against a new flu virus.

Another important distinction between the two types of flu is that with seasonal flu, between 5% and 20% of the population typically get infected. This is in contrast to about 30% during a pandemic flu outbreak. This is because so few people have immunity to the new virus.



Visual 1.49

<b>Seasonal Flu</b>	<b>Pandemic Flu (Mild, Moderate, or Severe)</b>
<ul style="list-style-type: none"><li>• Annual vaccine is available</li></ul>	<ul style="list-style-type: none"><li>• Pandemic flu vaccine will not be available in the early stages of a pandemic</li></ul>
<ul style="list-style-type: none"><li>• Between 5% and 20% of people get infected</li></ul>	<ul style="list-style-type: none"><li>• Up to 30% of population could get infected</li></ul>

Visual 1.49

Visual 1.49

Explain that there are a number of other important differences between the two types of flu.

For instance, during an annual seasonal flu outbreak in the United States over 200,000 people are hospitalized. This is in contrast to estimates that up to 9.9 million people in the

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## COMMUNITY EMERGENCY RESPONSE TEAM

### PANDEMIC INFLUENZA MODULE

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United States could be hospitalized over the course of a severe pandemic.

Another important distinction is found in the estimates for how many people die from these two types of flu. In the United States, it is estimated that about 36,000 people die from seasonal flu each year. If there were to be a severe pandemic, estimates for the number of deaths in this country could reach 1.9 million people.



Visual 1.50

<b>How Seasonal Flu and Pandemic Flu Are Different (Cont'd):</b>	
<b>Seasonal Flu</b>	<b>Pandemic Flu (Severe)</b>
<ul style="list-style-type: none"><li>• Over 200,000 people are hospitalized annually</li></ul>	<ul style="list-style-type: none"><li>• 9.9 million could be hospitalized</li></ul>
<ul style="list-style-type: none"><li>• About 36,000 people in the U.S. die annually</li></ul>	<ul style="list-style-type: none"><li>• 1.9 million people in the U.S. could die</li></ul>

Visual 1.50

Visual 1.50

Other differences between seasonal and pandemic flu is who is at risk from dying from the diseases.

For elderly people, children under the age of two, and people with certain chronic illnesses the flu and its complications can be life-threatening.

In the case of seasonal flu, more than 90% of the deaths are among people age 65 or older. And usually the very young and the very old are at greatest risk for serious complications from the flu.

With pandemic flu, deaths could occur among any age group because there is little to no immunity in the population. All people can be at risk for serious complications from pandemic flu.

# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE



Visual 1.51

<b>How Seasonal Flu and Pandemic Flu Are Different (Cont'd):</b>	
<b>Seasonal Flu</b>	<b>Pandemic Flu (Mild, Moderate, or Severe)</b>
<ul style="list-style-type: none"> <li>• More than 90% of the deaths are among people age 65 or older</li> </ul>	<ul style="list-style-type: none"> <li>• Unknown, deaths could occur among any age group</li> </ul>
<ul style="list-style-type: none"> <li>• Usually the very young and the very old at risk for serious complications</li> </ul>	<ul style="list-style-type: none"> <li>• All people can be at risk for serious complications</li> </ul>

Visual 1.51

Another difference is the time of year or seasons in which the two types of flu strike. With seasonal flu, it occurs mostly in the winter months.

With pandemic flu, it can occur year round and may last up to two years.



Visual 1.52

<b>How Seasonal Flu and Pandemic Flu Are Different (Cont'd):</b>	
<b>Seasonal Flu</b>	<b>Pandemic Flu (Mild, Moderate, or Severe)</b>
<ul style="list-style-type: none"> <li>• Occurs yearly mostly during winter months</li> </ul>	<ul style="list-style-type: none"> <li>• Can occur year round and may last up to 2 years</li> </ul>

Visual 1.52

### Seasonal Flu Versus Pandemic Flu — How They Are Similar

Explain to participants that next we will discuss how seasonal flu and pandemic flu are similar.



Instructor Note: (See Appendix G: Seasonal Flu and Pandemic Flu Similarities)

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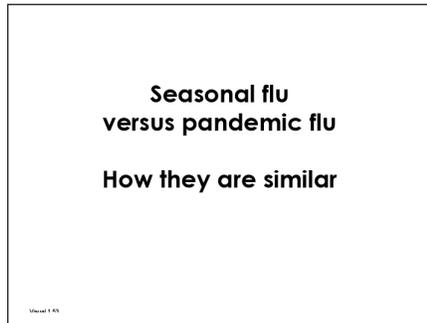
# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

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Visual 1.53



Visual 1.53

Explain that both seasonal flu and pandemic flu are respiratory illnesses of the lungs. Both are easily spread from person to person by coughing and sneezing. Both viruses can enter the body through the eyes, nose, or mouth or can be inhaled.



Visual 1.54

Seasonal Flu	Pandemic Flu (Mild, Moderate, or Severe)
• Both seasonal and pandemic flu are: <ul style="list-style-type: none"><li>-Respiratory illnesses of the lungs</li><li>-Easily spread from person to person by sneezing and coughing</li><li>-Can enter the body through the eyes, nose, or mouth (mucous membranes), or are inhaled</li></ul>	

Visual 1.54

Visual 1.54

Explain to participants that while both seasonal and pandemic flu viruses are fragile and don't survive well outside of the body, they have been shown to survive under some conditions for up to a day.

If you've touched a surface such as a telephone or doorknob that has been recently contaminated with either the seasonal or pandemic flu virus, you can pass the virus from your hand to your nose or mouth causing disease.

Explain that people are at greatest risk of getting infected in crowded situations, like crowded living conditions, or schools where students sit closely together.

# COMMUNITY EMERGENCY RESPONSE TEAM PANDEMIC INFLUENZA MODULE



Visual 1.55

<b>How Seasonal Flu and Pandemic Flu Are Similar (Cont'd):</b>	
Seasonal Flu	Pandemic Flu (Mild, Moderate, or Severe)
<ul style="list-style-type: none"> <li>• Both the seasonal and pandemic flu viruses can:                             <ul style="list-style-type: none"> <li>- Live on surfaces such as doorknobs, toys, telephones, computers, and shopping baskets for up to 1 day</li> </ul> </li> </ul>	

Visual 1.55

And lastly, tell participants that both seasonal and pandemic flu have the same symptoms. These include: fever *and* cough or fever *and* sore throat plus, headache, tiredness, body aches, runny nose, and chills.



Visual 1.56

<b>How Seasonal Flu and Pandemic Flu Are Similar (Cont'd):</b>							
Seasonal Flu	Pandemic Flu (Mild, Moderate, or Severe)						
<ul style="list-style-type: none"> <li>• Both seasonal and pandemic flu have the same symptoms:                             <ul style="list-style-type: none"> <li>-Symptoms include fever <i>and</i> cough, or fever <i>and</i> sore throat plus:                                     <table style="margin-left: 20px; border: none;"> <tr> <td>-Body aches</td> <td>-Chills</td> </tr> <tr> <td>-Headache</td> <td>-Tiredness</td> </tr> <tr> <td>-Runny nose</td> <td></td> </tr> </table> </li> </ul> </li> </ul>		-Body aches	-Chills	-Headache	-Tiredness	-Runny nose	
-Body aches	-Chills						
-Headache	-Tiredness						
-Runny nose							

Visual 1.56

## CERT ROLES BEFORE, DURING, AND AFTER PANDEMIC FLU

**F.Y.I.** Instructor's Note

Introduce this brainstorming session by saying that by now, CERT members may have some ideas about their potential roles in their neighborhoods before, during, and after a pandemic flu.



**Brainstorm:** CERT Roles Before, During, and After Pandemic Flu

Instructor Note: (See Appendix H: Community Emergency Response Team, Pandemic Flu Community Preparedness and Response Planning Checklist)

**F.Y.I.** Instructor's Note

Prepare three sheets of chart paper each with one title, BEFORE, DURING, AFTER.

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## COMMUNITY EMERGENCY RESPONSE TEAM

### PANDEMIC INFLUENZA MODULE

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Lead a brainstorming session by asking participants to say what roles they think CERT members could play in each of these phases.



Visual 1.57

**Brainstorm: what are some possible CERT roles before, during, and after a flu pandemic?**

Visual 1.57

### **F.Y.I.** Instructor's Note

Instructor note: These are examples for CERT activities in each phase.

#### **Before**

- Give neighbors information about what pandemic flu is
- Encourage neighbors to prepare ahead of time— by adding items to their regular emergency supplies
- Identify neighbors with special needs that may not be met during an outbreak and identifying help
- Identify resources that could be available to help
- Learn about accurate sources of information
- Encourage neighbors to get their annual flu shot
- Read your local health department's pandemic flu plan
- Teach neighbors about how to prevent the spread of pandemic flu by teaching them proper hand washing skills and ways to cover coughs

#### **During the Pandemic**

- Tell neighbors about any school closures or changes in other public service programs impacted by pandemic flu
- Let neighbors know where any public health mass vaccination clinics or Point of Dispensing sites (POD) are being conducted
- Assist local health departments at vaccination clinics or POD sites\*

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## COMMUNITY EMERGENCY RESPONSE TEAM PANDEMIC INFLUENZA MODULE

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### **FYI** Instructor's Note

Instructor Note: (\*CERT members assisting at a POD site will receive any necessary vaccinations, personal protective equipment, or just-in-time training required for their role)

### After the Pandemic or Between Waves

- Organize neighborhood events to support neighbors and renew the sense of community
- Give feedback to your local health department and other response agencies about what worked and what didn't.
- CERT teams can continue to promote healthy habits after a pandemic flu outbreak including proper hand washing and covering coughs.

Explain to participants that they will now see a video that gives an overview of what CERT members can do before, during, or after a flu pandemic.



Visual 1.58

**We will now see a video that gives an overview of what CERT members can do before, during, and after a flu pandemic.**

Visual 1.58

### Show video: CERT Roles Before, During, And After A Pandemic



Visual 1.59

**What CERT members can do before, during, or after a flu pandemic**

Visual 1.59

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# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

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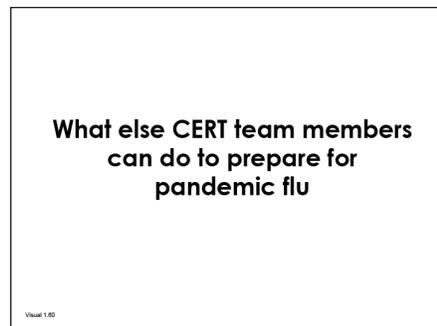
Debrief video. Ask participants if they have any questions or comments about the roles of CERT members portrayed in the video.

### What Else CERT Team Members Can Do To Prepare For Pandemic Flu

Explain to participants that there are other things CERT members can do to prepare for pandemic flu. CERT members can stay informed by seeking out information from sources that are accurate, reliable and up-to-date. Such sources include web sites from local health departments, state health departments, the Centers for Disease Control and Prevention (CDC) and the World Health Organization (WHO).



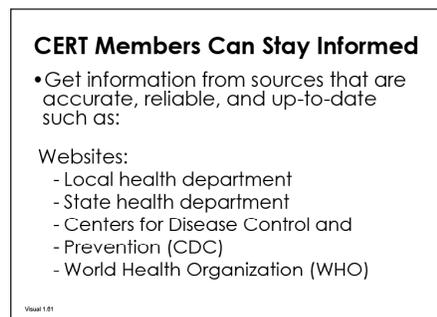
Visual 1.60



Visual 1.60



Visual 1.61



Visual 1.61

Another way that CERT members can stay informed is to meet with health and other emergency responders to plan and coordinate activities.

# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE



Visual 1.62

### CERT Members Can Stay Informed (Cont'd)

- Meet with health and other emergency responders to plan and coordinate activities.

Visual 1.62

Visual 1.62

CERT members can learn how to protect themselves and their families through good hand washing, covering coughs and sneezes, getting an annual flu shot, and staying home from work or school if they are sick.



Visual 1.63

### CERT Members Can Learn...

- How to protect themselves and their families through:
  - Good hand washing
  - Covering coughs and sneezes
  - Getting an annual flu shot
  - Staying home from work or school if they are sick



Visual 1.63

Visual 1.63

CERT members can also learn how to protect themselves and their families by avoiding being around others who are sick and wearing a mask if they're sick and around others.



Visual 1.64

### CERT Members Can Learn...(Cont'd):

- How to protect themselves and their families by:
  - Avoiding being around others who are sick
  - Wearing a mask if they are sick and near others

Visual 1.64

Visual 1.64

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## COMMUNITY EMERGENCY RESPONSE TEAM

### PANDEMIC INFLUENZA MODULE

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CERT members can learn to protect themselves and their families by using equipment such as surgical masks, gloves, disposable gowns or N-95 respirators if advised by health officials or CERT leaders to do so.



Visual 1.65

**CERT Members Can Learn...(Cont'd):**

- How to protect themselves and their families by:
  - Using equipment such as surgical masks, gloves, disposable gowns, or N-95 respirators if advised by health officials or CERT leaders to do so



Visual 1.65

Visual 1.65

CERT members can also learn what they can do to support their neighbors before a pandemic happens. Things they can do before pandemic include identifying vulnerable neighbors, giving neighbors up-to-date information about resources, holding neighborhood events, staffing a booth at a community fair, and distributing educational pamphlets.



Visual 1.66

**CERT Members Can Learn...(Cont'd):**

- What they can do to support their neighbors before a pandemic...
  - Identify vulnerable neighbors
  - Give neighbors up-to-date information about resources
  - Hold neighborhood events
  - Staff a booth at a community fair
  - Distribute educational pamphlets

Visual 1.66

Visual 1.66

CERT members can also identify, in advance, safe ways to keep in contact with neighbors.

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# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

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Visual 1.67

**CERT Members Can Learn...(Cont'd):**

- Identify, in advance, safe ways to keep in contact with neighbors.



Visual 1.67

Visual 1.67

Stress that perhaps the best ways we have for protecting ourselves, our families, and our neighbors from becoming sick with pandemic flu are washing our hands and covering coughs.

Introduce the video by telling participants that it will show a number of techniques for protecting themselves, their family, and their neighbors from pandemic flu. The video will show good hand washing skills and demonstrate how to cover coughs and sneezes — these techniques are called respiratory, or cough etiquette. The video will also stress the importance of people staying home when they are sick and avoiding being around others who are ill.



Visual 1.68

**What CERT Members Can Do:**

The video you are now going to see will introduce ways to protect yourself, your family, and your neighbors by:

- Showing good hand washing skills
- Demonstrating how to cough or sneeze into sleeves or a tissue
- Encouraging people to stay home when sick
- Avoiding being around others who are sick

Visual 1.68

Visual 1.68

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# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

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Video: Healthy Habits



Visual 1.69



Visual 1.69

Show Video: Healthy Habits



Visual 1.70



Visual 1.70



**Brainstorm:** Why is proper hand washing so important?  
Ask participants to volunteer suggestions about why proper hand washing is so important.



Visual 1.71



Visual 1.71

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## COMMUNITY EMERGENCY RESPONSE TEAM

### PANDEMIC INFLUENZA MODULE

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Visual 1.72

Clarify to the participants that according to the CDC and the World Health Organization, hand washing is the single most important way of preventing the spread of disease. Research shows that washing with water is not enough; proper hand washing requires soap and water.

#### Hand Washing

- According to the CDC and the World Health Organization:
  - Hand washing is the single most important way of preventing the spread of disease.
  - Washing with water is not enough. Proper hand washing requires both soap and water.

Visual 1.72

Visual 1.72

Explain that using soap works by breaking down the grease and dirt that carry most germs. The friction from rubbing the hands together dislodges the germs. With proper use, all soaps are effective at rinsing away disease causing germs.

#### **FYI** Instructor's Note

Instructor Note: (See Appendix I: Hand Washing Fact Sheet and Appendix J: Hand Washing 6-Steps Visual)



Visual 1.73

#### Hand Washing (Cont'd):

- Using soap works by breaking down the grease and dirt that carry most germs.
- The friction from rubbing the hands together dislodges the germs.
- With proper use, all soaps are effective at rinsing away disease causing germs.

Visual 1.73

Visual 1.73

Explain to participants that now that we've talked about how important hand washing is to prevent the spread of disease we are going to see a video that demonstrates proper hand washing techniques.

---

# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

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Visual 1.74

**Now that we've talked about how important hand washing is to prevent the spread of disease, we are going to see a video on proper hand washing techniques.**

Visual 1.74

Visual 1.74

Video: Proper Hand Washing Techniques



Visual 1.75

**Video: Hand Washing Techniques**

Visual 1.75

Visual 1.75

Show Video: Proper Hand Washing Techniques



Visual 1.76

**Proper  
Hand  
Washing  
Techniques**

Visual 1.76

---

## COMMUNITY EMERGENCY RESPONSE TEAM PANDEMIC INFLUENZA MODULE

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Review the steps for proper hand washing with participants.



Visual 1.77

**Review: Steps for Proper Hand Washing**

1. Wet hands with warm water
2. Apply soap to produce lather
3. Rub for at least 15 seconds to remove 80% of germs
4. Rinse away germs
5. Dry hands with paper towel
6. Turn off tap with paper towel
7. Open the door with the same paper towel



Visual 1.77

Visual 1.77

Stress to participants that it is important to wash your hands **before** preparing food, before eating, and before caring for someone who is sick.



Visual 1.78

**Wash Your Hands:**

Before:

- Preparing food
- Eating
- Caring for someone who is sick



Visual 1.78

Visual 1.78

Explain to participants that it's also important to wash your hands **after** coughing sneezing or blowing your nose. In addition, it's important to wash your hands after being in a public place such as in store or on public transportation. It is essential that people wash their hands after using the bathroom. It is also important to wash one's hands after handling garbage or changing diapers.

# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

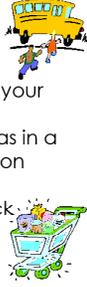


Visual 1.79

**Wash Your Hands:**

After:

- Coughing, sneezing, blowing your nose
- Being in a public place such as in a store or on public transportation
- Using the bathroom
- Caring for someone who is sick
- Handling garbage
- Changing diapers



Visual 1.79

Visual 1.79

Using a hand gel or alcohol-based hand sanitizer (containing at least 60% alcohol) is another excellent way of controlling the spread of disease. Explain to participants that this slide shows the steps for the proper use of an alcohol-based hand sanitizer.



Visual 1.80

**How to Use an Alcohol Based Hand Sanitizer (containing at least 60% alcohol) If Hands Are Not Visibly Soiled**



Visual 1.80

Visual 1.80

### Personal Preparedness

Explain that CERT members can prepare for pandemic flu by taking some important steps and actions. Explain that the video that they are now going to see will show them what steps they, their family, and their neighbors can take to better prepare for pandemic flu.



Visual 1.81

**How CERT Members Can Prepare For Pandemic Flu**

**The video you are now going to see will show you what steps you, your family, and your neighbors can do to better prepare for pandemic flu.**

Visual 1.81

Visual 1.81

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## COMMUNITY EMERGENCY RESPONSE TEAM

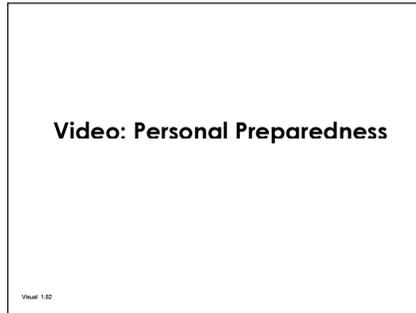
### PANDEMIC INFLUENZA MODULE

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Explain that CERT members who are knowledgeable about ways to reduce their risk from getting sick with pandemic flu can be effective in teaching others how to protect themselves.



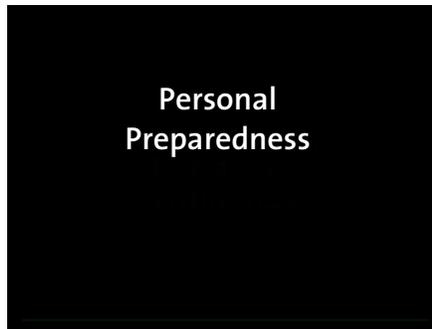
Visual 1.82



Visual 1.82



Visual 1.83



Visual 1.83

Explain to participants that CERT teams have already been trained on the importance of personal preparedness, and most likely have up-to-date emergency kits in their homes, cars and workplaces. In terms of preparing for pandemic flu, however, there are several additional items people should consider adding to their supplies.

#### **FYI** Instructor's Note

Instructor Note: (See Appendix K: Purchasing Personal Preparedness Supplies).

Explain to participants that these additional items include:

- A one to two months supply of prescription drugs (if possible)

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## COMMUNITY EMERGENCY RESPONSE TEAM

### PANDEMIC INFLUENZA MODULE

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- A one to two months supply of over-the-counter medication that the family regularly uses
- A two-month supply of acetaminophen or ibuprofen



Visual 1.84

**Personal Preparedness**

- Additional items that should be included in a basic emergency supply kit:
  - 1-2 months supply of prescription drugs (if possible)
  - 1-2 months over-the-counter medication
  - 2 months supply of acetaminophen or ibuprofen

Visual 1.84

Visual 1.84

In addition to those supplies, households should also consider adding:

- Soap
- Alcohol-Based Hand Sanitizer
- Disposable gloves
- Facemasks (surgical masks)
- N-95 respirators
- Eye protection (face shield or goggles)
- Disposable gowns



Visual 1.85

**Personal Preparedness (Cont'd):**

- Soap
- Alcohol-Based Hand Sanitizer
- Disposable gloves
- Facemasks (surgical masks)
- N-95 respirators
- Eye protection (face shield or goggles)
- Disposable gowns

Visual 1.85

Visual 1.85

Finally, if possible, people should consider including:

- Household disinfectants
- Chlorine bleach
- Medicine dropper
- Measuring spoons and cups

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## COMMUNITY EMERGENCY RESPONSE TEAM

### PANDEMIC INFLUENZA MODULE

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- Packaged drink mixes that contain sugar and salt
- Rehydration solution recipe



Visual 1.86

#### **Personal Preparedness (Cont'd):**

- Household disinfectants
- Chlorine bleach
- Medicine dropper
- Measuring spoons and cups
- Packaged drink mixes that contain sugar and salt
- Rehydration solution recipe

Visual 1.86

Visual 1.86

### **Differences Between Surgical Masks and N-95 Respirators**

Tell participants that we will first discuss the differences between surgical masks and N-95 respirators as shown in the video. Explain to participants that a surgical mask is used by a sick person to contain respiratory droplets from coughs and sneezes.



Visual 1.87

#### **Let's Now Talk About the Differences Between Surgical Masks and N-95 Respirators Shown in the Video**

- A surgical mask is used by a sick person to contain droplets from coughs and sneezes.

Visual 1.87

Visual 1.87

An N-95 respirator may be recommended to reduce the chance of becoming ill when caring for a person sick with pandemic flu.

# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE



Visual 1.88

### The Differences Between Surgical Masks and N-95 Respirators

- An N-95 respirator may be recommended to reduce the chance of becoming ill when caring for a person sick with pandemic flu.

Visual 1.88

Visual 1.88

Tell participants that people should consider having both surgical masks and N-95 respirators in personal preparedness kits. The N-95 respirator is for the caregiver and the surgical mask is for the sick person.



Visual 1.89

### People Should Consider Having Both Surgical Masks and N-95 Respirators in a Personal Preparedness Kit

- The N-95 respirator is for the caregiver.
- The surgical mask is for person.



Visual 1.89

Visual 1.89

Stress that there are things that people need to know before wearing an N-95 respirator. For example, anyone can buy an N-95 respirator at a hardware or medical supply store. Most people, however, are not used to wearing an N-95 respirator and will find it uncomfortable because it makes breathing difficult.



Visual 1.90

### What You Need To Know Before Wearing An N-95 Respirator

- Anyone can buy an N-95 respirator at a hardware or medical supply store.
- Most people aren't used to wearing an N-95 respirator and will find it uncomfortable because it makes breathing difficult.

Visual 1.90

Visual 1.90

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## COMMUNITY EMERGENCY RESPONSE TEAM

### PANDEMIC INFLUENZA MODULE

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CERT members need to follow specific directions to make sure they are wearing the right size respirator.

To find one that will work the best, people will need to try on various styles and sizes and then perform a fit test.

#### Instructor's Note

Instructor Note: (See Appendix L: How To Fit Test A Disposable Respirator For Home (Non-Employee) Use, Appendix M: Respirator Fit Check and Appendix N: Donning and Removal of Personal Protective Equipment)



Visual 1.91

**What You Need To Know Before Wearing An N-95 Respirator (Cont'd)**

- You need to follow specific directions to make sure you are wearing the right size respirator.
- To find one that will work best you will need to try on various styles and sizes and then perform a fit test.

VISUAL 1.91

Visual 1.91

CERT members should know that wearing a properly fitted N-95 respirator will provide the best protection from airborne respiratory droplets from coughs and sneezes.



Visual 1.92

**What You Need To Know Before Wearing An N-95 Respirator (Cont'd)**

- Wearing a properly fitted N-95 respirator will provide the best protection from respiratory droplets from coughs and sneezes.

VISUAL 1.92

Visual 1.92

During a pandemic, depending on its severity, CERT teams may help dispel myths and rumors by providing neighbors accurate information.

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## COMMUNITY EMERGENCY RESPONSE TEAM PANDEMIC INFLUENZA MODULE

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CERT members can let neighbors know about school closures or cancellations of other public events.



Visual 1.93

**During A Pandemic, Depending On Its Severity, CERT Teams May:**

- Help dispel myths and rumors by providing neighbors accurate information.
- Let neighbors know about school closures or cancellations of other public events.

Visual 1.93

Visual 1.93

CERT members can also assist local response agencies by transporting supplies or assisting with vaccination clinics at Points of Dispensing (POD).



Visual 1.94

**During A Pandemic, Depending On Its Severity, CERT Teams May (Cont'd):**

- Assist local response agencies by transporting supplies or assisting with vaccination clinics at Points of Dispensing (POD).

Visual 1.94

Visual 1.94

CERT members assisting at a POD site will receive any necessary vaccinations, personal protective equipment, or just-in-time training required for their role.



Visual 1.95

**During A Pandemic, Depending On Its Severity, CERT Teams May (Cont'd):**

- CERT members assisting at a POD will receive any necessary vaccinations, personal protective equipment, or just-in-time training required for their role.

Visual 1.95

Visual 1.95

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# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

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During a pandemic CERT teams may also share public health guidelines about when and where to seek medical care as well as guidelines for caring for sick people at home.



Visual 1.96

**During A Pandemic, Depending On Its Severity, CERT Teams May (Cont'd):**

- Share public health guidelines about:
  - When and where to seek medical care
  - Caring for sick people at home

Visual 1.96

Visual 1.96

### Basic Home Care

Introduce the next session by explaining that during a severe pandemic flu many people may need to be cared for at home.

During a severe pandemic flu, hospitals may be overwhelmed. Health officials may give guidance about when to go to the hospital and when to stay at home. As a result, many people may need to be cared for at home. (See Appendix O: Basic Home Care Guidelines and Appendix P: Recommendations on Basic Cleaning for Influenza in Non-Healthcare Settings)

### **FYI** Instructor's Note

Instructor Note: (It is not the goal of this manual to train CERT members to care for sick people outside of their homes with pandemic flu. CERT members should never give medical advice nor provide medical care unless they are trained and qualified to do so. During a CERT team activation, members should take great caution to protect themselves from exposure to pandemic flu. CERT members, however, can play an important role in helping to educate neighbors about how they can care for sick members of their households at home.)

Explain to participants that we've seen how hospitals may be overwhelmed during a severe pandemic flu.

Health officials may give guidance about when to go to the hospital and when to seek care at home.

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# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

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Visual 1.97

### Basic Home Care

- We've seen how hospitals may be overwhelmed during a severe pandemic flu.
- Health officials may give guidance about when to go to the hospital and when to seek care at home.

Visual 1.97

Visual 1.97

CERT members can give information to others about how to care for people sick with pandemic flu at home.

Explain to participants that some basic homecare guidelines are general enough that they can be given to anyone any time.



Visual 1.98

### Basic Home Care (Cont'd):

- CERT members can give information to others about how to care for people sick with pandemic flu at home.

Visual 1.98

Visual 1.98

One general homecare guideline is to separate sick people from others in the home in a separate room.

If possible, designate one person to be the caregiver for the sick person.

Try to limit contact of other people in the home with the sick person.

# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE



Visual 1.99

### Basic Home Care (Cont'd):

- Separate sick people from others in the home in a separate room:
  - Designate one person to be the caregiver for the sick person
  - Limit contact of other individuals in the home with the sick person

Visual 1.99

CERT members can also educate neighbors about how to use personal protective equipment if advised by health officials to do.

CERT members can let neighbors know when to wear disposable gloves, gowns, N-95 respirators, and eye protection such as face shields or goggles as well as where neighbors can purchase these supplies.



Visual 1.100

### Basic Home Care (Cont'd):

- If advised by health officials to do so:
  - Wear disposable gloves and gowns
  - Wear an N-95 respirator
  - Wear eye protection such as a face shield or goggles



Visual 1.100

Encourage all household members to wash hands often.

Frequently clean all surfaces using cleaning agents that are usually used in the home and follow the directions on the labels.



Visual 1.101

### Basic Home Care (Cont'd):

- Encourage all household members to wash hands often.
- Frequently clean all surfaces using cleaning agents that are usually used in the home and follow the directions on the labels.

Visual 1.101

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## COMMUNITY EMERGENCY RESPONSE TEAM

### PANDEMIC INFLUENZA MODULE

---

Try and relieve the discomfort of the sick person from fever and body aches.

Keep a record of the temperature of the sick person.

Encourage the sick person to drink plenty of fluids to prevent dehydration.

Stress to participants that regular urination is a sign of good hydration.



Visual 1.102

**Basic Home Care (Cont'd):**

- Relieve discomfort from fever and body aches.
  - Keep a record of the temperature
- Prevent dehydration.
- Regular urination is a sign of good hydration.

Visual 1.102

Visual 1.102

### WHAT IS DEHYDRATION?

Explain to participants that a person sick with pandemic flu may suffer from dehydration. Dehydration occurs when the body loses too much fluid. This can happen when a person stops drinking water or loses large amounts of fluid through diarrhea, vomiting, sweating, or exercise.

Not drinking enough fluids can cause the body to lose important salts called electrolytes. Electrolytes are salts found in the body that help nerves and muscles work properly. A person suffering from dehydration may experience muscle cramps. A person may also feel faint. Usually the body can reabsorb fluid from blood and other body tissues. But by the time a person becomes severely dehydrated, there may no longer be enough fluid in the body to get blood to vital organs. This could cause a person to go into shock, which is a life-threatening condition.

# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE



Visual 1.103

**What is Dehydration?**

- Dehydration is:
  - When people have severe vomiting or diarrhea and have lost body fluids that contain electrolytes.
  - Electrolytes are salts found in the body that help nerves and muscles work properly.

Visual 1.103

Visual 1.103

### The Signs of Dehydration Include:

Weakness or unresponsiveness, decreased saliva, dry mouth and tongue, skin tenting - when the skin is pinched it stays in a “tent” position instead of going flat, urine very dark in color and not urinating often.



Visual 1.104

**What is Dehydration? (Cont'd):**

- Signs of dehydration:
  - Weakness or unresponsiveness
  - Decreased saliva
  - Dry mouth and tongue
  - Skin tenting – when the skin is pinched it stays in a “tent” position instead of going flat
  - Urine is very dark in color and the person is not urinating often

Visual 1.104

Visual 1.104

### Preventing Dehydration

Tell participants that CERT members can inform neighbors about good fluids for people with dehydration. Caffeine free soft drinks that contain water, sugar and salt can be used to prevent dehydration such as bottled soft drinks, packaged drink mixes, sports drinks, etc.



Visual 1.105

**Preventing Dehydration**

- Caffeine free soft drinks that contain water, sugar and salt can be used to prevent dehydration:
  - Bottled soft drinks, packaged drink mixes, sports drinks, etc.

Visual 1.105

Visual 1.105

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## COMMUNITY EMERGENCY RESPONSE TEAM

### PANDEMIC INFLUENZA MODULE

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Explain to participants that prepared rehydration products can also be found at drug stores or pharmacies. Tell participants that people can check with their doctor or pharmacist about prepared rehydration products.

Tell participants that CERT members can also teach neighbors how to make a simple oral rehydration solution using ingredients found at home - water, sugar and salt. Reinforce that knowing how to do this can save lives.



Visual 1.106

#### **Preventing Dehydration (Cont'd):**

- Prepared rehydration products can also be found at drug stores or pharmacies.
  - Ask your doctor or pharmacist about prepared rehydration products
- An oral rehydration solution can be made using water, sugar and salt.

Visual 1.106

#### **FYI** Instructor's Note

#### **How To Make An Oral Rehydration Solution**

Instructor Note: (See Appendix Q: Rehydration Solution Guidelines).

Explain to participants that the recipe for making an oral rehydration solution is simple:

Mix all the following ingredients until the sugar disappears:

- 4 cups of clean water
- 2 Tablespoons of sugar
- 1/2 teaspoon salt
- Drink the solution at room temperature.

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## COMMUNITY EMERGENCY RESPONSE TEAM

### PANDEMIC INFLUENZA MODULE

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Visual 1.107

**How To Make An Oral Rehydration Solution**

- Mix all the following ingredients until the sugar disappears:
  - 4 cups of clean water
  - 2 Tablespoons of sugar
  - ½ teaspoon salt
- Drink the solution at room temperature.

Visual 1.107

Visual 1.107

Explain to participants that the solution should NOT be boiled. This could concentrate the sugar and salt and be dangerous for the health of the ill person. Tell participants that the solution should be stored in a cool place. Tell them that if it has not been used within 24 hours it should be thrown out and a new batch prepared.



Visual 1.108

**How To Make An Oral Rehydration Solution (Cont'd):**

- DO NOT Boil the solution.
- The solution should be stored in a cool place.
- If it has not been used within 24 hours it should be thrown out and a new batch prepared.

Visual 1.108

Visual 1.108

### Oral Rehydration Solution Guidelines

Explain to participants that there are general oral rehydration guidelines for adults, children, and infants. These guidelines are:

- Adults: 4 cups as tolerated over an 8-hour period
- Children: 4 cups as tolerated over an 8 – 24 hour period
- Infants: 4 cups as tolerated over a 24-hour period.

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# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

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Visual 1.109

### Oral Rehydration Solution Guidelines

- Adults: 4 cups as tolerated over an 8-hour period
- Children: 4 cups as tolerated over an 8 – 24 hour period
- Infants: 4 cups as tolerated over a 24-hour period.

Visual 1.109

Visual 1.109

Introduce the video by stating that CERT members can teach neighbors how to make a simple rehydration solution. Knowing how to do this can save lives.



Visual 1.110

**This video will demonstrate how to make a basic rehydration solution.**

**CERT members who teach others how to make this solution can save lives.**

Visual 1.110

Visual 1.110

### Show Video: Making a Rehydration Solution



Visual 1.111

**Rehydration Solution Guidelines for CERT members**

Visual 1.111

Ask participants if they have any questions or comments about the video. Clarify responses.



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# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

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### After a Pandemic

Explain to participants that after a pandemic there are a number of things that CERT members can do.

They can meet with health or other emergency planners to discuss what worked well and what can be improved.

They can clarify CERT team roles and expectations for the next pandemic wave or outbreak.



Visual 1.112

#### After a Pandemic CERT Teams Can:

- Meet with health or other emergency planners to discuss what worked well and what can be improved.
- Clarify CERT team roles and expectations for the next pandemic wave or outbreak.

Visual 1.112

Visual 1.112

They can restock supply kits and educate neighbors about where to get replacement supplies. They can organize neighborhood events to help renew a sense of community. And they can begin planning for future emergencies that can occur.



Visual 1.113

#### After a Pandemic CERT Teams Can (Cont'd):

- Restock supply kits and educate neighbors about where to get replacement supplies.
- Organize neighborhood events to help renew a sense of community.
- Begin planning for future emergencies that can occur.

Visual 1.113

Visual 1.113

### Module Summary

Reinforce that CERT teams are known and trusted members of their communities. They are important members of emergency response efforts in their neighborhoods. CERT members can play many important roles before, during, and after a pandemic flu outbreak.

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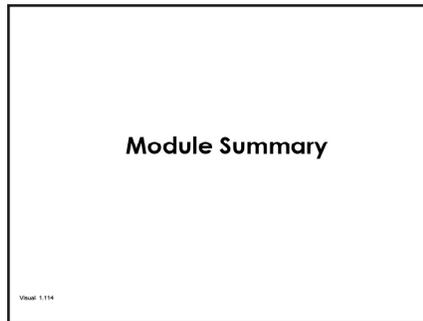
# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

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Visual 1.114



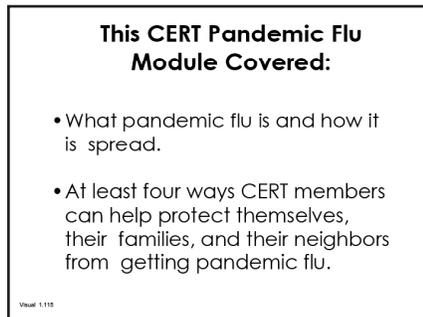
Visual 1.114

Tell participants that they should now be prepared to explain to neighbors what pandemic flu is and how it is spread.

They should be able to identify at least four ways CERT members can help protect themselves, their families, and their neighbors from getting pandemic flu.



Visual 1.115

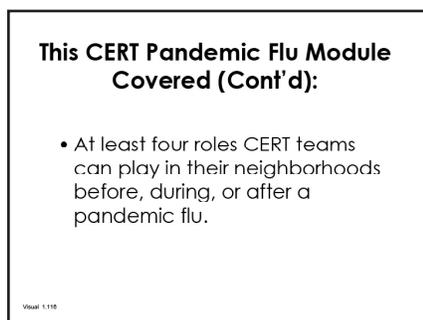


Visual 1.115

Explain that participants that they should also be able to identify at least four roles CERT teams can play in their neighborhoods before, during, or after a pandemic flu.



Visual 1.116



Visual 1.116

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# COMMUNITY EMERGENCY RESPONSE TEAM PANDEMIC INFLUENZA MODULE

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Thank participants for attending the session.



Visual 1.117



Visual 1.117

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## COMMUNITY EMERGENCY RESPONSE TEAM PANDEMIC INFLUENZA MODULE

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Visual 1.118



Visual 1.118

### Hand Washing Demonstrations

#### Hand Washing Exercise Using Glo-germ® and Black Light Box

Instructor Note: (See Appendix R: Viewing Box Instructions)



Instructor's Note



Visual 1.119



Visual 1.119

If the training facility has a hand washing station nearby, ask for a volunteer to demonstrate his or her hand washing techniques for the group.

Squeeze a liberal amount of Glo-germ® into the palm of the hand of the volunteer. Ask him or her to rub it over the palm, the back of the hand, between the fingers, around the nail, etc.

Then ask the volunteer to wash his or her hands at the hand washing station in the same manner they saw demonstrated in the hand washing video.

Move black light and box to a table.

When the volunteer returns from the hand washing station, ask for another volunteer to serve as the “inspector”.

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## COMMUNITY EMERGENCY RESPONSE TEAM

### PANDEMIC INFLUENZA MODULE

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Turn on the black light inside of the box.

Ask the hand washing volunteer to place his or her hands into the opening of the black light box. Ask the “inspector” to look into the viewing opening to see if any areas of the volunteer’s hands “glow”. If not—well done! Compliment the volunteer on his or her excellent hand washing techniques and have him or her be seated.

If any glow does appear, ask the “inspector” to describe its exact location on the hands.

Stress to participants that any remaining Glo-germ® simulates the presence of germs remaining on hands, even after careful hand washing. So practice is the key to good hand hygiene!

Invite all other participants to come up and look into the viewing opening to see for themselves whether any Glo-germ® is remaining on the hands of the volunteer.



### Hand Sanitizer Demonstration

Ask for a volunteer to demonstrate the use of hand sanitizer to clean hands. Ask the volunteer to describe the steps aloud to the group as he or she demonstrates the technique.



Visual 1.120



Visual 1.120

### Personal Protective Equipment

Explain to participants that during a pandemic flu, health officials will issue guidelines for caring for people sick with

# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

### Instructor's Note

pandemic flu. Instructor Note: (See Appendix N: Donning and Removal of Personal Protective Equipment)

These guidelines may include the use of personal protective equipment (PPE) including gloves, N-95 respirators, disposable gowns, or eye protection such as a face shield or goggles.

Trained CERT members can educate neighbors about where to get personal protective equipment and how to use it.



Visual 1.121

During a pandemic flu, health officials will issue guidelines for caring for people sick with pandemic flu.

These guidelines may include the use of one or more of the following types of personal protective equipment:

- Gloves
- N-95 Respirator
- Disposable gown
- Eye protection



Visual 1.121

Visual 1.121

Explain to participants that this video demonstrates the proper ways to put on (don) and take off (doff) personal protective equipment.



Visual 1.122

**The video you will now see will show proper ways to use personal protective equipment.**

Visual 1.122

Visual 1.122

---

## COMMUNITY EMERGENCY RESPONSE TEAM PANDEMIC INFLUENZA MODULE

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Visual 1.123

Personal  
Protective  
Equipment

Visual 1.123

### Show Video: Personal Protective Equipment

#### Follow-up Activity: Donning and Doffing Disposable Gloves

Divide the group into teams of two. Give each person a pair of disposable gloves. Partner A in each team will demonstrate to Partner B the correct sequence for putting on and taking off disposable gloves.

Before beginning, cover the hands of Partner A with shaving cream. Tell participants that they should try to remove their gloves using proper removal techniques to avoid “contamination” with the shaving cream.

Ask Partner B to observe and at the completion of the demonstration provide feedback about what was done correctly or provide suggestions for improving techniques. Then ask partners to switch roles.

This glove activity can also be conducted using Glo-germ® and a black light Box. (See hand washing demonstration using Glo-germ®).

#### Respirator Fit Test In Non-Work Settings

Instructor Note: (See Appendix L: How To Fit Test A Disposable Respirator For Home (Non-Employee) Use and Appendix M: Respirator Fit Check)

Tell participants that CERT members, in community, non-work settings, may wish to wear a respirator to reduce their risk of becoming infected with the pandemic flu virus.

**F.Y.I.** Instructor's Note



**F.Y.I.** Instructor's Note

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## COMMUNITY EMERGENCY RESPONSE TEAM

### PANDEMIC INFLUENZA MODULE

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Stress that no form of personal protective equipment can provide 100% protection from disease.



Visual 1.124

**Respirator Fit Test in  
non-work Settings**

- CERT members, in community, non-work settings, may wish to wear a respirator to reduce their risk of becoming infected with the pandemic flu virus.
  
- No personal protective equipment is 100% effective in preventing illness.

Visual 1.124

Visual 1.124

Explain that an N-95 respirator is a respiratory protective device designed to achieve a very close facial fit and very efficient filtration of airborne particles. In addition to blocking splashes, sprays and large droplets, the respirator is also designed to prevent the wearer from breathing in very small particles that may be in the air.

The ‘N-95’ designation means that when subjected to careful testing, the respirator blocks at least 95% of very small test particles. If properly fitted, the filtration capabilities of N-95 respirators exceed those of face masks. However, even a properly fitted N-95 respirator does not completely eliminate the risk of illness or death.

Stress to participants that N-95 respirators are not designed for children or people with facial hair. Because a proper fit cannot be achieved on children and people with facial hair, the N-95 respirator may not provide full protection.

Explain that, to work as expected, an N-95 respirator requires a proper fit to your face. Generally, to check for proper fit, you should put on your respirator and adjust the straps so that the respirator fits tight but comfortably to your face. **CERT members should always refer to the manufacturer’s instructions.**

Clarify that people with chronic respiratory, cardiac, or other medical conditions that make it harder to breathe should check

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## COMMUNITY EMERGENCY RESPONSE TEAM PANDEMIC INFLUENZA MODULE

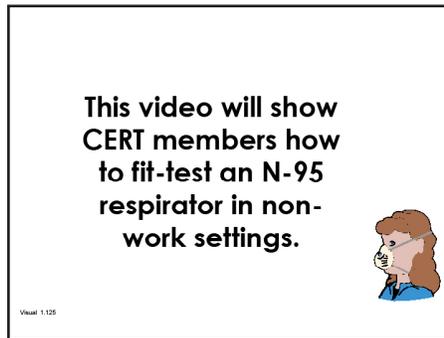
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with their healthcare provider before using an N-95 respirator because the N-95 respirator can require more effort to breathe. Some models have exhalation valves that can make breathing out easier and help reduce heat build-up.

Explain that the video they will see provides a demonstration of how to fit test an N-95 respirator in home, non-work settings.



Visual 1.125

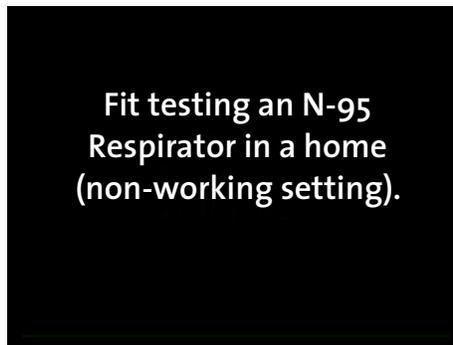


Visual 1.125

**Show Video: Fit testing an N-95 Respirator in a home (non-work setting)**



Visual 1.126



Ask participants if they have any questions or comments about the video.

Refer participants to the Respirator Home Fit Test Handout (Found in the appendices).

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## COMMUNITY EMERGENCY RESPONSE TEAM

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Stress to participants that wearing a properly fitted N-95 respirator will provide the best protection from airborne respiratory droplets from coughs and sneezes.



Visual 1.127

**Respirator Fit Test in  
Non-work Settings (Cont'd):**

- Wearing a properly fitted N-95 respirator will provide the best protection from respiratory droplets from coughs and sneezes.

Visual 1.127

Visual 1.127

Encourage participants to practice wearing an N-95 respirator before they actually need to wear one for protection and get used to how long they can tolerate it



Visual 1.128

**Respirator Fit Test in  
Non-work Settings (Cont'd):**

- Practice wearing an N-95 respirator before you actually need to wear one for protection and get used to how long you can tolerate it.

Visual 1.128

Visual 1.128

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**COMMUNITY EMERGENCY RESPONSE TEAM  
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# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

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### APPENDICES

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- Appendix A: Glossary of Terms
- Appendix B: Pandemic Flu Background Information
- Appendix C: Pandemic Flu Fact Sheet
- Appendix D: World Health Organization Pandemic Phases
- Appendix E: Common Cold vs. Seasonal Flu Fact Sheet
- Appendix F: Seasonal Flu And Pandemic Flu Differences
- Appendix G: Seasonal Flu and Pandemic Flu Similarities
- Appendix H: Community Emergency Response Team, Pandemic Flu Community Preparedness and Response Planning Checklist
- Appendix I: Hand Washing Fact Sheet
- Appendix J: Hand Washing 6-Steps Visual
- Appendix K: Purchasing Personal Preparedness Supplies
- Appendix L: How To Fit Test A Disposable Respirator For Home (Non-Employee) Use
- Appendix M: Respirator Fit Check
- Appendix N: Donning and Removal of Personal Protective Equipment
- Appendix O: Basic Home Care Guidelines
- Appendix P: Recommendations on Basic Cleaning for Influenza in Non-Healthcare Settings
- Appendix Q: Rehydration Solution Guidelines
- Appendix R: Viewing Box Instructions

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**COMMUNITY EMERGENCY RESPONSE TEAM  
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# COMMUNITY EMERGENCY RESPONSE TEAM

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### Appendix A: Glossary of Terms

<b>Airborne transmission</b>	The transmission of organisms, such as a bacteria or viruses, through the dispersion of very small infectious droplets (less than 5 microns in diameter). Such droplets can remain suspended in the air for long periods of time and may be inhaled into the lungs.
<b>Antiviral Medication</b>	Medication used to treat individuals who show early signs and symptoms of influenza and to prevent illness among those exposed to the influenza virus.
<b>Asymptomatic</b>	Now showing signs or symptoms of disease.
<b>Avian Influenza (“bird flu”)</b>	A disease caused by influenza viruses carried and spread among birds. On rare occasions, avian influenza viruses have crossed the species barrier to infect humans.
<b>CDC</b>	Centers for Disease Control and Prevention.
<b>Case Fatality Ratio</b>	The number of people who become sick and die from pandemic influenza.
<b>Clinical attack rate</b>	The percentage of the population that develops influenza with symptoms of infection.
<b>Communicable Disease</b>	An illness due to a specific infectious agent or its toxic products that arises through transmission of that agent or its products from an infected person, animal or inanimate reservoir to a susceptible host; either directly or indirectly through an intermediate plant or animal host, vector or inanimate environment.
<b>Communicable Period</b>	The time during which an infectious agent may be transferred directly or indirectly from an infected person to another person, from an infected animal to human, or from an infected person to animal, including arthropods (insects and related species).
<b>Contact transmission</b>	Transmission of infection through direct physical contact and/or indirect contact via an intermediate object such as contaminated instruments, door handles, etc.
<b>Contagious</b>	Able to spread from person to person or from living object to nonliving object (such as person to object to person).
<b>Disinfection</b>	The killing of infectious agents on objects and surfaces by direct exposure to chemical or physical agents.
<b>Electrolyte</b>	Is a medical term for salts found in the human body. Electrolytes are important because they are what your cells need to help nerves and muscles work properly.

## COMMUNITY EMERGENCY RESPONSE TEAM

### PANDEMIC INFLUENZA MODULE

#### Appendix A: Glossary of Terms

<b>Endemic</b>	The constant presence of a disease or infectious agent within a given geographic area or the usual prevalence of a given disease within an area.
<b>Epidemic</b>	The occurrence of cases of an illness (or an outbreak of illness) in a community or region more often than would normally be expected.
<b>Epidemiology</b>	The branch of medical science dealing with the transmission and control of disease, including the study of epidemics and epidemic diseases.
<b>Flu</b>	An abbreviation for influenza which is highly contagious and common respiratory illness cause by a virus. There are three known types of influenza virus – A, B, and C.
<b>H1N1 Influenza (swine flu)</b>	This virus was originally referred to as “swine flu” because laboratory testing showed that many of the genes in this new virus were very similar to influenza viruses that normally occur in pigs (swine) in North America. But further study has shown that this new virus is very different from what normally circulates in North American pigs. It has two genes from flu viruses that normally circulate in pigs in Europe and Asia and bird (avian) genes and human genes. Scientists call this a “quadruple reassortant” virus.
<b>Immunity</b>	Resistance to an infectious agent usually associated with the presence of protective antibodies or cells.
<b>Immunize</b>	To make immune, that is able to resist a particular disease, most often through administration of a vaccine delivered by a needle.
<b>Incubation Period</b>	The time interval between initial contact with an infectious agent and the first appearance of symptoms associated with the infection.
<b>Infection</b>	A condition in which organisms multiply within the body and cause a response from the host’s immune defenses. Infection may or may not lead to clinical disease.
<b>Infectious</b>	Capable of spreading disease.
<b>Infectious Disease</b>	A disease of humans or animals resulting from an infection.
<b>Influenza</b>	A highly contagious and common respiratory illness caused by a virus. There are three types of influenza virus – A, B, and C.

# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

### Appendix A: Glossary of Terms

<b>Influenza-like-illness</b>	Acute onset of respiratory illness with fever and cough and one or more of the following: sore throat, joint aches, muscle aches or extreme exhaustion, which could be due to the influenza virus.
<b>Isolation</b>	Separation and restriction of movement of sick individuals. Isolation is recommended for the time period the individual is deemed infectious.
<b>Morbidity</b>	Illness; departure from a state of well being, either physiological or psychological.
<b>Mortality</b>	Death.
<b>Mortality Rate</b>	The number of deaths occurring in a population during a specified period of time, usually a year, relative to the number of persons at risk of dying during the period.
<b>Mutation</b>	A permanent, transmissible change in the genetic material of a cell.
<b>Outbreak</b>	The sudden occurrence of a disease.
<b>Pandemic</b>	An epidemic occurring worldwide, or over a very wide area, crossing international boundaries, and usually affecting a large number of people.
<b>Pandemic Flu</b>	Pandemic flu is virulent human flu that causes a global outbreak, or pandemic, of serious illness. Because there is little natural immunity, the disease can spread easily from person to person.
<b>Pandemic Severity Index</b>	A tool developed by the CDC to categorize future pandemics based upon the number of people who become sick and die (case fatality ratio). Pandemics will be categorized into one of five categories of severity (Category 1 – mild to Category 5 - severe).
<b>Personal Protective Equipment (PPE)</b>	Attire used to protect workers against airborne or droplet transmission of an organism and against exposure to blood and body fluids. PPE generally includes masks, respirators, eye goggles, face shields, gloves, gowns and foot-covers.
<b>Pneumonia</b>	An inflammation of the lungs caused by infection.
<b>PPE</b>	Personal protective equipment.
<b>Public Health Measures</b>	Non-medical interventions used to reduce the spread of the influenza virus during a pandemic.

## COMMUNITY EMERGENCY RESPONSE TEAM

### PANDEMIC INFLUENZA MODULE

#### Appendix A: Glossary of Terms

<b>Quarantine</b>	Separation and restriction of movement of persons who are well, but may have been exposed to an infectious agent. Quarantine typically lasts for as long as the disease incubation period (time between exposure and onset of symptoms) after the last known exposure.
<b>Respiratory Etiquette</b>	Simple tips to keep respiratory infections from spreading such as covering your nose and mouth every time you sneeze or cough; using a tissue when you blow your nose; putting used tissues in the trash; and washing your hands frequently, especially if you or someone you are close to is sick.
<b>Seasonal Flu</b>	Seasonal (or common) flu is a respiratory illness that can be transmitted person to person. Most people have some immunity, and a vaccine is available.
<b>Secondary Infection</b>	A secondary infection is an infection that occurs during or after treatment of another, already existing infection. It may result from the treatment itself or from alterations in the immune system. For example, the development of bacterial pneumonia following a viral upper respiratory infection.
<b>Social distancing</b>	A way to reduce the risk of exposure to an organism, such as the influenza virus, by reducing or avoiding contact with other people as much as possible.
<b>Stockpile</b>	Reserve; goods saved for future use or a special purpose.
<b>Surveillance</b>	An on-going, systematic method for continuous monitoring of diseases in a population, in order to detect changes in disease patterns and implement prevention and/or control measures in a timely fashion.
<b>Susceptible</b>	A person or animal not possessing sufficient resistance against a particular pathogenic agent to prevent contracting infection or disease when exposed to the agent.
<b>Swine flu</b>	See H1N1 Influenza.
<b>Symptoms</b>	Any perceptible change in the body's normal function, appearance or sensation which is experienced by the patient and indicates a disease process.
<b>Transmission</b>	Any mechanism by which an infectious agent is spread from a source of infection to other persons or animals.
<b>Vaccination</b>	The act of administering a vaccine.

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**COMMUNITY EMERGENCY RESPONSE TEAM  
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**Appendix A: Glossary of Terms**

<b>Vaccine</b>	A dead or weakened form of an infectious organism that is injected into the body to stimulate an immune response, without causing disease, and thereby protect against subsequent infection by that organism.
<b>Virulence</b>	The ability of an organism to cause disease.
<b>Virus</b>	A group of infectious agents characterized by their inability to reproduce outside of a living host cell. Viruses may subvert the host cells' normal functions, causing the cell to behave in a manner determined by the virus.
<b>WHO</b>	World Health Organization.

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## COMMUNITY EMERGENCY RESPONSE TEAM

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## Appendix B: Pandemic Influenza (Flu) Background Information

### Pandemics

The definition of a flu pandemic is:

- A new flu virus is found causing illness;
- There is little or no immunity in the population;
- It spreads easily from person to person, and
- It is found throughout the world

During the last century there were three flu pandemics: 1918, 1957, and 1968. In June 2009, the World Health Organization (WHO) declared a new flu pandemic – Influenza A H1N1. Early on H1N1 was referred to as swine flu.

Two of the three flu pandemics of the past century - one that occurred from 1957 - 1958, and one in 1968 - 1969 - are considered to have been mild to moderate pandemics, meaning that the number of people who became ill and died was close to or somewhat higher than the numbers associated with annual seasonal flu. While these pandemics spread rapidly throughout the world, they were not as severe as the third pandemic, that of 1918 - 1919 which caused an estimated 40 million deaths worldwide in persons of all ages.

### H1N1 Flu

The H1N1 virus was originally referred to as “swine flu” because laboratory testing showed that many of the genes in this new virus were very similar to influenza viruses that normally occur in pigs (swine) in North America. But further study has shown that this new virus is very different from what normally circulates in North American pigs. It has two genes from flu viruses that normally circulate in pigs in Europe and Asia and bird (avian) genes and human genes. Scientists call this a “quadruple reassortant” virus. The H1N1 virus is contagious and spreads easily from person to person.

The symptoms of H1N1 flu in people are similar to the symptoms of regular seasonal flu and include fever, cough, sore throat, body aches, headache, chills and fatigue. Some people have reported diarrhea and vomiting associated with H1N1 flu.

CERT members and instructors are encouraged to seek out reliable sources of information about pandemic flu. CERT members and instructors should check with their local health department or one these reliable websites for information on the current status of pandemic flu.

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## COMMUNITY EMERGENCY RESPONSE TEAM

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#### Appendix B: Pandemic Influenza (Flu) Background Information

CDC website:

<http://www.pandemicflu.gov/>

World Health Organization:

<http://www.who.int/en/>

California Department of Public Health:

<http://ww2.cdph.ca.gov/Pages/default.aspx>

#### Avian Influenza

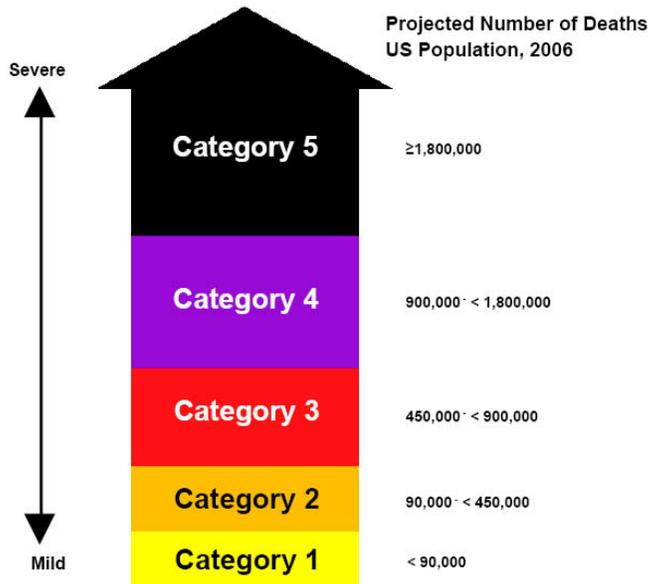
Avian influenza is an infectious disease of birds. Since an H5N1 outbreak in chickens in Hong Kong was first reported to infect humans in 1997, the H5N1 virus has spread in wild bird and poultry populations throughout Asia, the Middle East and some parts of Africa and Europe. While many wild bird species carry this virus with no apparent signs of harm, avian influenza has a kill rate in poultry approaching 100% in 48 hours.

Since 2003, there have been several hundred reported human infections with H5N1, all having caused severe illness, with an overall death rate of about 60%. Most of these cases were in people who had close contact with infected chickens. (\*Note: For updated information on the worldwide number of cases and deaths from avian influenza see: [http://www.who.int/csr/disease/avian\\_influenza/en/index.html](http://www.who.int/csr/disease/avian_influenza/en/index.html))

#### Pandemic Severity

The CDC will categorize pandemics based upon the number of people who become sick and die (case fatality ratio). Pandemics will be categorized using the Pandemic Severity Index (PSI). Pandemics will be assigned to one of five categories of severity (Category 1 – mild to Category 5 - severe). The PSI is a tool that communities can use to help decide which activities to implement and when to help reduce the spread of disease.

## Pandemic Severity Index



### Slowing a Pandemic

There are two primary approaches to slowing a pandemic: medical and non-medical.

Medical approaches include the use of vaccines and antiviral drugs. Vaccines are designed to help keep people from getting sick. Antiviral drugs are designed to help minimize illness among people who are sick.

Non-medical approaches are activities designed to help control the spread of disease at the community level.

### Medical Approaches

#### Vaccines

A vaccine is a dead or weakened form of the flu virus. When it is injected into the body it stimulates an immune system response that helps the body fight off infection by the flu virus.

It takes about six months to develop a vaccine against a new pandemic flu.

#### Antivirals

Antivirals may help minimize illness of people sick with pandemic flu. Not all antivirals, however, may be effective in treating people sick with pandemic flu.

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## COMMUNITY EMERGENCY RESPONSE TEAM

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## Pandemic Severity Index Continued

### Non-medical Approaches

Because a vaccine won't be available early on in a pandemic, other actions for slowing the spread of disease may be taken. These actions are called "social distancing" measures. These actions are designed to minimize close personal contact among people in communities, especially children.

### Isolation

Isolation is designed to keep sick people away from those who are well.

### Quarantine

Quarantine is used to keep people who have been in close contact with a person sick with pandemic flu, but isn't yet sick, away from those who are well. This is because the person may actually have the pandemic flu virus but not yet have symptoms of the disease. A person who has pandemic flu but does not yet have symptoms of the disease may be able to spread pandemic flu to others.

**Neither isolation nor quarantine will be of much use once pandemic flu is widespread in a community.**

### Other Social Distancing Measures

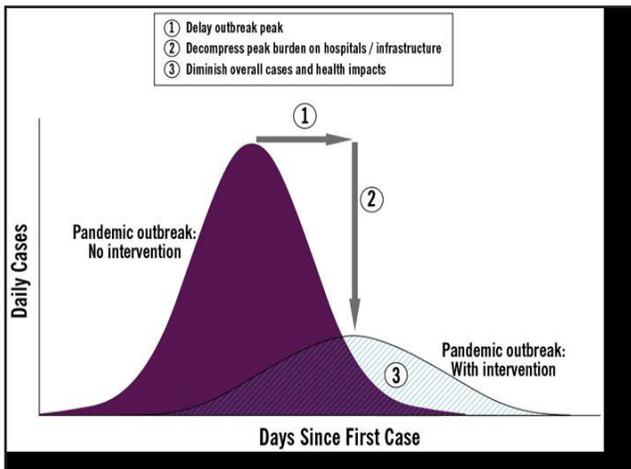
Other social distancing measures include dismissing students from schools and daycare centers and closing other gathering places where there typically is close personal contact such as in theaters, concerts, and sporting events.

### Changing the Outbreak Curve

If many people get sick at the same time in a community it can create a surge of people seeking health care or needing hospitalization. The goal of medical and non-medical approaches is to reduce the number of people getting sick at the same time. If fewer people get sick with pandemic flu at the same time, it helps "flatten" the outbreak curve. This, in turn, will reduce the burden on hospitals, and student and worker absenteeism.

# COMMUNITY EMERGENCY RESPONSE TEAM

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### Changing the Outbreak Curve

#### Hand Hygiene and Respiratory Etiquette Techniques

Many infection control experts believe that covering coughs and sneezes, in addition to hand washing, are other important ways for reducing the spread of pandemic flu. These activities are referred to as hand hygiene and respiratory etiquette techniques.

#### Pandemic Alert Phases

The World Health Organization has developed six alert phases for pandemic influenza planning and response. Worldwide, government agencies use these alert phases to decide which activities to implement and when to help reduce the spread of disease.

The phases are:

- Phases 1 – 2: there is no new influenza virus infecting humans
- Phase 3: there is a new influenza virus infecting humans but there is no or limited person-to-person transmission
- Phases 4 – 6: new influenza virus infecting humans and there is increased and sustained person-to-person transmission

As of June 11, 2009, the World Health Organization (WHO) declared a pandemic alert phase 6 – meaning there is a new flu pandemic. There is a new flu virus - H1N1; it is causing illness; it is spread easily from person to person; and, it is found throughout the world.

In addition, the H5N1 avian (bird) flu virus remains at a WHO alert stage 3 – meaning there is limited person-to-person transmission.

*Portions adapted from: Influenza Pandemic, Preparation and Response: A Citizen's Guide; Mid-Peninsula Citizen's Preparedness Committee, Written by Sarah Booth & Kelsey Hills-Evans, Foreword written by Dr. David L. Heymann, World Health Organization, Executive Director, Communicable Diseases, and, the CDC Community Mitigation Guidance*

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## COMMUNITY EMERGENCY RESPONSE TEAM PANDEMIC INFLUENZA MODULE

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### Appendix C: Pandemic Flu Fact Sheet

- **Pandemic Flu Definition:**
  - a new flu virus is found causing illness
  - there is little or no immunity in the population
  - it spreads easily from person to person
  - it is found throughout the world
  
- Influenza pandemics are rare but recurring events. Three pandemics occurred in the past century. In June 2009, the World Health Organization declared a flu pandemic of Influenza A, H1N1, referred to as “swine flu”.

<b>Years</b>	<b>Flu</b>	<b>Virus</b>	<b>Mortality</b>	<b>Severity</b>
1918-1919	“Spanish”	Type A (H1N1)	20 million worldwide 550,000 US	Severe
1957-1958	“Asian”	Type A (H2N2)	70,000 US	Moderate
1968-1969	“Hong Kong”	Type A (H3N2)	34,000 US	Mild
June 2009	“Swine Flu”	Type A (H1N1)	Unknown*	Unknown*

\* *This information was unknown as of the printing of this material because the pandemic was on-going.*

#### Assumptions

- A severe flu pandemic is a public health emergency that rapidly takes on significant political, social, and economic dimensions.
- No amount of planning will allow response to a major pandemic to be “business as usual.”
- A flu pandemic could last 18 months or longer with at least two peak waves of illness.
- Social distancing such as school closures, travel restrictions, public information and risk communication, and promoting good hand hygiene and cough etiquette, will be some of the principal means of disease control until supplies of vaccine and/or antiviral medications are available.
- Vaccines and antiviral medicines may be the most effective medical strategies to combat the disease. However, effective vaccines may not exist for the first six months of the pandemic and antiviral medications may be less effective and supplies may be limited.
- Local Health Departments will distribute vaccines and/or antiviral medications based upon their availability and a prioritization plan.

Appendix D: World Health Organization Pandemic Phases

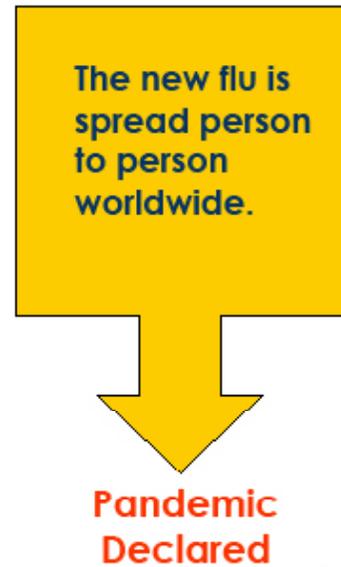
# WHO Pandemic Phases

A new flu virus is found in animals.  
The new flu virus could cause illness in people.  
There is little to no immunity in people.

A very small number of people have gotten the new flu.  
It is not spread easily from person to person.

The new flu has spread among a very small number of people.

The new flu has begun to spread person to person but is not found throughout the world.



**Phases 1 & 2**

**Phase 3**

**Phase 4**

**Phase 5**

**Phase 6**

Visual 1.35

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**COMMUNITY EMERGENCY RESPONSE TEAM  
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**Appendix E: Common Cold versus Seasonal Flu Fact Sheet**

	<b>Common Cold</b>	<b>Seasonal Flu</b>
<b>Onset</b>	<ul style="list-style-type: none"><li>• Gradual</li></ul>	<ul style="list-style-type: none"><li>• Sudden</li></ul>
<b>Symptoms</b>	<ul style="list-style-type: none"><li>• Cough</li><li>• Stuffy head</li></ul>	<ul style="list-style-type: none"><li>• Fever <i>and</i> cough or fever <i>and</i> sore throat</li></ul>
<b>Treatment of Symptoms</b>	<ul style="list-style-type: none"><li>• Decongestants</li><li>• Cough medicine</li><li>• Fever reducers</li></ul>	<ul style="list-style-type: none"><li>• Decongestants</li><li>• Cough medicine</li><li>• Fever reducers</li></ul>
<b>Antivirals</b>	<ul style="list-style-type: none"><li>• Not effective</li></ul>	<ul style="list-style-type: none"><li>• Possibly effective</li></ul>
<b>Prevention</b>	<ul style="list-style-type: none"><li>• Vaccines not effective</li></ul>	<ul style="list-style-type: none"><li>• Annual flu vaccine</li></ul>
<b>How Long Illness Lasts</b>	<ul style="list-style-type: none"><li>• Feel better after a few days</li></ul>	<ul style="list-style-type: none"><li>• Can be sick for a week or more</li><li>• Can be life-threatening</li></ul>

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**Appendix F: Seasonal Flu And Pandemic Flu Differences**

<b>Seasonal Flu</b>	<b>Pandemic Flu (Mild, Moderate, or Severe)</b>
<ul style="list-style-type: none"> <li>• Occurs every year, usually in winter</li> </ul>	<ul style="list-style-type: none"> <li>• Occurs about every 30 – 40 years</li> </ul>
<ul style="list-style-type: none"> <li>• Some immunity</li> </ul>	<ul style="list-style-type: none"> <li>• Little to no immunity</li> </ul>
<ul style="list-style-type: none"> <li>• Annual vaccine is available</li> </ul>	<ul style="list-style-type: none"> <li>• Pandemic flu vaccine will not be available in the early stages of a pandemic</li> </ul>
<ul style="list-style-type: none"> <li>• Between 5% and 20% of people get infected</li> </ul>	<ul style="list-style-type: none"> <li>• Up to 30% of population could get infected</li> </ul>
<ul style="list-style-type: none"> <li>• Over 200,000 people are hospitalized annually</li> </ul>	<ul style="list-style-type: none"> <li>• 9.9 million could be hospitalized</li> </ul>
<ul style="list-style-type: none"> <li>• About 36,000 people in the U.S. die annually</li> </ul>	<ul style="list-style-type: none"> <li>• 1.9 million people in the U.S. could die</li> </ul>
<ul style="list-style-type: none"> <li>• More than 90% of the deaths are among people age 65 or older</li> </ul>	<ul style="list-style-type: none"> <li>• Unknown, deaths could occur among any age group</li> </ul>
<ul style="list-style-type: none"> <li>• Usually the very young and the very old at risk for serious complications</li> </ul>	<ul style="list-style-type: none"> <li>• All people can be at risk for serious complications</li> </ul>
<ul style="list-style-type: none"> <li>• Occurs yearly mostly during winter months</li> </ul>	<ul style="list-style-type: none"> <li>• Can occur year round and may last up to 2 years</li> </ul>

**COMMUNITY EMERGENCY RESPONSE TEAM  
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**Appendix G: Seasonal Flu and Pandemic Flu Similarities**

<b>Seasonal Flu</b>	<b>Pandemic Flu (Mild, Moderate, or Severe)</b>
<ul style="list-style-type: none"> <li>• Both seasonal and pandemic flu are:               <ul style="list-style-type: none"> <li>-Respiratory illnesses of the lungs</li> <li>-Easily spread from person to person by sneezing and coughing</li> <li>-Can enter the body through the eyes, nose, or mouth (mucous membranes)</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>• Both the seasonal and pandemic flu viruses can:               <ul style="list-style-type: none"> <li>-Live on surfaces such as doorknobs, toys, telephones, computers, and shopping baskets for up to 1 day</li> </ul> </li> </ul> <div style="text-align: center;">  </div>	
<ul style="list-style-type: none"> <li>• Both seasonal and pandemic flu have the same symptoms:               <ul style="list-style-type: none"> <li>-Symptoms include fever <i>and</i> cough, or fever <i>and</i> sore throat plus:                   <ul style="list-style-type: none"> <li>-Body aches</li> <li>-Headache</li> <li>-Runny nose</li> <li>-Chills</li> <li>-Tiredness</li> </ul> </li> </ul> </li> </ul>	

**COMMUNITY EMERGENCY RESPONSE TEAM  
PANDEMIC INFLUENZA MODULE**

**Appendix H: Community Emergency Response Team, Pandemic Flu  
Community Preparedness and Response Planning Checklist**

<b>1. Identify activities that CERT members could perform before a pandemic.</b>			
Completed	In Progress	Not started	Key Actions
			CERT members can meet with local organizations or groups (senior citizen organizations, local chamber of commerce, civic and service organizations) to host a neighborhood meeting to identify ways to prepare for a flu pandemic.
			CERT teams can become familiar with their local health department's pandemic flu plans and can meet with local health departments or other emergency responders to plan and coordinate activities.
			CERT members can teach proper hand washing and respiratory hygiene techniques (covering coughs) to neighborhood residents.
			CERT members can identify safe methods to keep in contact with neighbors – telephone trees, text messaging, email, etc.
			CERT members may want to identify where and how to get information on topics such as the use of masks for the general public, guidelines for caring for sick people at home, and the status of school closures in their community.
			CERT members can demonstrate the use of personal protective equipment for community (non-clinical) settings to neighborhood residents.
			CERT members can partner with local health departments and other agencies to provide neighbors with up-to-date and accurate information about health and other needed services related to pandemic flu.
			CERT members can teach people about what pandemic flu is, how it is different from seasonal flu, and what they can do to prepare ahead of time, including where to get supplies.
			CERT members can encourage neighbors to get their annual flu shot and teach proper ways to wash hands and cover coughs.
			Other:

**COMMUNITY EMERGENCY RESPONSE TEAM  
PANDEMIC INFLUENZA MODULE**

**Appendix H: Community Emergency Response Team, Pandemic Flu  
Community Preparedness and Response Planning Checklist**

**2. Identify community members whose needs might not be met during a pandemic:**

Young families – especially single parents

What are their needs?

Older people living alone

What are their needs?

People with disabilities

What are their needs?

People in isolated areas

What are their needs?

People who are non-English speakers

What are their needs?

People whose caregiver is sick, and may be unable to care for them (e.g., elderly or disabled person living with a caregiver, children in foster care)

What are their needs?

People who depend upon on social support services (e.g. In-home support, meals on wheels, in-home hospice care, etc.)

What are their needs?

**COMMUNITY EMERGENCY RESPONSE TEAM  
PANDEMIC INFLUENZA MODULE**

**Appendix H: Community Emergency Response Team, Pandemic Flu  
Community Preparedness and Response Planning Checklist**

Neighborhood facilities that care for the vulnerable – residential care facilities for the elderly, etc.  
What are their needs?

<b>3. Identify activities that CERT members could safely perform during a pandemic:</b>			
Completed	In Progress	Not started	Key Actions
			CERT members can let neighbors know about any school closures or cancellations of local public gatherings such as concerts, performances, or sporting events.
			CERT members can help neighbors reduce the spread of pandemic flu by teaching good hand washing techniques, how to cover coughs, proper ways to use masks and respirators, and promoting guidelines for caring for sick people at home.
			CERT members can help dispel myths and rumors by providing neighbors with accurate information about the disease including how severe it is and ways they can help protect themselves from getting it.
			CERT teams can assist local response agencies by transporting supplies, providing information to the public, or taking part in vaccination clinics at Points of Dispensing, or PODS.
			CERT members can fulfill an important role in helping to reduce the burden on the health care delivery system by sharing public health guidelines about when and where to seek medical care.

**COMMUNITY EMERGENCY RESPONSE TEAM  
PANDEMIC INFLUENZA MODULE**

**Appendix H: Community Emergency Response Team, Pandemic Flu  
Community Preparedness and Response Planning Checklist**

			Other:
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<b>4. Identify activities that CERT members could perform after a pandemic.</b>			
Completed	In Progress	Not started	Key Actions
			CERT members can meet with local health departments or other emergency planners to discuss what worked well and what needs improvement
			CERT members can meet with other team members to clarify their roles and expectations for the next wave of the pandemic or disease outbreak.
			CERT members can promote stress debriefings or other social support services offered by local mental health providers.
			CERT members can restock their supply kits and educate their neighbors about where to get replacement supplies.

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**COMMUNITY EMERGENCY RESPONSE TEAM  
PANDEMIC INFLUENZA MODULE**

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**Appendix H: Community Emergency Response Team, Pandemic Flu  
Community Preparedness and Response Planning Checklist**

			CERT members can play a vital role in helping neighborhoods renew their sense of community by organizing neighborhood events or gatherings that bring people together to share their experiences and begin planning for future emergencies that may occur.
			Other:

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## COMMUNITY EMERGENCY RESPONSE TEAM

### PANDEMIC INFLUENZA MODULE

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#### Appendix I: Hand Washing Fact Sheet

##### Why is hand washing important?

Hand washing, when done correctly, is the single most effective way to prevent the spread of communicable diseases. Good hand washing technique is easy to learn and can significantly reduce the spread of infectious diseases among both children and adults. Follow these six simple steps to keeping hands clean:

1. Wet your hands with warm running water.
2. Apply soap.
3. Rub your hands together, making a soapy lather. Do this away from the running water for at least 10 seconds (20 seconds is preferred), being careful not to wash the lather away. Wash the front and back of your hands, the center of your palm, as well as between your fingers and under your nails.
4. Rinse your hands well under warm running water. Let the water run back into the sink, not down to your elbows.
5. Pat hands dry with a clean paper towel.
6. Turn off the water with a paper towel.
7. Use paper towel to open bathroom door and dispose in a proper receptacle.

##### What is good hand washing technique?

There is more to hand washing than you think. By rubbing your hands vigorously with soapy water, you pull the dirt and the oily soils free from your skin. The soap lather suspends both the dirt and germs trapped inside and are then quickly washed away.

##### What type of soap should be used?

Any type of soap may be used. However, bar soap should be kept in a self-draining holder that is cleaned thoroughly before new bars are put out. Liquid soap containers should be used until empty and cleaned before refilling. To prevent chapping, use a mild soap with warm water, pat rather than rub hands dry and apply lotion liberally and frequently.

##### What about alcohol rubs/gels/rinses?

Alcohol rubs/gels/rinses are excellent hand sanitizers if they contain 60% alcohol or more. They are widely used in health care settings after washing hands or in situations when water is not available.

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## COMMUNITY EMERGENCY RESPONSE TEAM

### PANDEMIC INFLUENZA MODULE

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#### Appendix I: Hand Washing Fact Sheet

##### How do I use alcohol-based hand sanitizers?

- Dirt should be removed from your hands.
- Apply the size of a dime of sanitizer on your hands, enough so that when you rub your hands together it will cover all areas of your hands, including under your nails. Use a rubbing motion to evenly distribute the sanitizer product for about 15 seconds or until your hands feel dry, whichever is longest.

##### How safe are alcohol-based hand sanitizers?

They are very safe. The alcohol content of the sanitizer product completely evaporates in 15 seconds. You may want to use hand lotion after each use of the alcohol-based hand disinfectant to balance the drying effect of alcohol on your skin.

##### Is it safe to use alcohol-based sanitizers for the hands of children?

Yes, it is safe. It should not be swallowed; therefore, young children should be supervised when using it. Store it safely. After application of the sanitizer to hands, the alcohol content evaporates and children can safely touch their mouth or eyes.

##### What are some mistakes I should avoid regarding hand washing?

- Don't use a single damp cloth to wash a group of children's hands.
- Don't use a standing basin of water to rinse hands.
- Don't use a common hand towel. Always use disposable towels, especially in childcare or food preparation settings.
- Don't use sponges or non-disposable cleaning cloths unless you launder them on a regular basis, adding chlorine bleach to the wash water. Remember that germs thrive on moist surfaces.

##### What are some ways to help children with good hand washing technique?

It is important to encourage and help children to wash hands before eating, after playing outdoors or playing with pets, after using the bathroom, and after blowing their noses. Even though hands may appear to be clean, they may carry germs or microorganisms that are capable of causing disease. Don't assume that children know how to wash their hands properly. Supervision, especially in a childcare setting, is an essential element in forming good hand washing habits in children. Children learn by example. Let them observe good hand washing technique from the adults who care for them.

COMMUNITY EMERGENCY RESPONSE TEAM  
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Appendix J: Hand Washing - 6-Steps Visual



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**COMMUNITY EMERGENCY RESPONSE TEAM  
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**Appendix K: Purchasing Personal Preparedness Supplies**

**Disposal Gloves**

Store Pharmacies such as CVS/Longs, Target, Walgreens  
Online Site to Store: order online and they will ship free to store near you

Walmart - [www.walmart.com](http://www.walmart.com)  
Ace Hardware – [www.acehardware.com](http://www.acehardware.com)  
Website: [www.esafetysupplies.com](http://www.esafetysupplies.com)

**Face Masks (also known as surgical masks)**

Store Pharmacies such as CVS/Longs, Walgreens  
Websites: <http://practicon.com>; [www.probuy.net](http://www.probuy.net)

**N-95 Respirators**

Store Pharmacies such as Walgreens or at Ace Hardware, Home Depot  
Website: [www.tcpglobal.com](http://www.tcpglobal.com)

**Disposal Gowns (also known as isolation gowns)**

Medical Supply Stores in your area: Go to [www.local.com](http://www.local.com) and type in medical supply and your city for the local listing  
Websites: [www.healthcareapparel.com](http://www.healthcareapparel.com); <http://practicon.com>

**Eye Protection (also known as goggles, face shields)**

Hardware or Home Improvement Stores: Ace Hardware, Home Depot, Lowes  
Websites: <http://practicon.com>, [www.probuy.net](http://www.probuy.net) - also have medical mask with face shield

**Alcohol Based Sanitizers**

Stores: Target, Walmart, CVS/Longs, Walgreens or most stores that carry soap/hygiene products  
Website: <http://practicon.com>

Most medical supply stores in your area will carry all of these products. To find a medical supply store in your area, go to [www.local.com](http://www.local.com) and type in medical supply and your city.

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## COMMUNITY EMERGENCY RESPONSE TEAM

### PANDEMIC INFLUENZA MODULE

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#### Appendix L: How To Fit-test A Disposable Respirator For Home (Non-Employee) Use

- 1) Try several respirators of different brands, styles, and sizes until you find the one that best fits your face shape.
- 2) Don't run out and buy a particular respirator just because someone said it was "good". It may not fit you as well as it fits them. See if you can buy an individual respirator (or a small quantity) and try it out first (note: some online vendors sell "sample packs" with 1 each of several styles so you can try before you buy).
- 3) Keep in mind that the stiffer the edge of a respirator is, the less it can mold to your face (this is especially true for disposable respirators), so if you have tried several cone/cup style respirators with no luck, try a flat fold style respirator or a reusable silicone respirator (the silicone is the most moldable of the respirators and is most likely to give the best fit on a variety of face shapes).
- 4) Carefully read the instructions that come with your respirator and make sure that you are donning and adjusting the respirator in the manner the manufacturer recommends. It will take repeated practice to get this just right. *How you put the respirator on and adjust it makes a BIG difference in the fit.* Do this in front of a mirror so you can see what you are doing.
- 5) Be aware that respirators come in sizes. If you try a respirator that seems to fit pretty well, but has a small leak here or there that is not eliminated by tightening the straps or adjusting the respirator on your face, try the same style respirator in a smaller or larger size, if available.
- 6) Be aware that if you have a small head or face, you may need to shorten the respirator straps (if they are adjustable), even on a disposable respirator, to get a good fit.
- 7) Follow the manufacturer's directions for doing a wearer "fit check" AND then do the following:

Put on a pair of glasses and see if they fog up, indicating a leak at the nose.

Then have someone hold long wisps pulled from a cotton ball or a very light, loose feather up to your face at points all around the seal edge of the respirator to see if there is any air leaking around the sides and the chin area. When you breathe, the cotton ball wisps or feather will move slightly if air is escaping out of or being sucked in thru a leak.

Also check by putting your hands around the area where the respirator touches your face and feel for air or warmth. If you find leaks, readjust the respirator until they are eliminated. If you make several tries and there are still leaks, this may not be a good respirator for your face. Try a different style respirator and repeat the procedure.

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## COMMUNITY EMERGENCY RESPONSE TEAM

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#### Appendix L: How To Fit-test A Disposable Respirator For Home (Non-Employee) Use

- 8) Once you feel you have a good fit, really give your respirator a work out by performing these tests:
- Breathe normally for 30 seconds while testing for leaks with the cotton ball wisps or feather. Then breathe slowly and deeply for 30 seconds while checking for leaks.
  - Turn head as far as it will go to one side. Hold in that position and check for leaks. Test again, turning head to the other side.
  - Tilt head back and look at the ceiling. Hold that position and check for leaks.
  - Tilt head down toward chest, hold, and check for leaks.

9) Read the following passage slowly out loud - loud enough that a person standing half way across the room can clearly hear you. This passage is recommended by NIOSH for testing because it causes you to move all of the muscles around the mouth:

*“When the sunlight strikes raindrops in the air, they act like a prism and form a rainbow. The rainbow is a division of white light into many beautiful colors. These take the shape of a long round arch, with its path high above, and its two ends apparently beyond the horizon. There is, according to legend, a boiling pot of gold at one end. People look, but no one ever finds it. When a man looks for something beyond reach, his friends say he is looking for the pot of gold at the end of the rainbow.”* Check for leaks as you read.

10) Next bend down to touch your toes, come back up and check for leaks (if you cannot bend over, briefly jog in place). Then make exaggerated facial movements: a deep frown, a grimace, and a big grin and then check for leaks.

If you do ALL of the above, you will have done every segment of a professional fit test except for having a nebulized sweet or bitter solution sprayed at you to see if you can taste it.

If you detect any leaks that cannot be eliminated by adjusting the respirator, make careful note of where the leaks are.

If the respirator leaks only at the sides near the mouth, you may need to try a respirator that is a bit wider or narrower at that part of the respirator or that has a softer seal flange.

If the respirator leaks around the nose, you may need a respirator that is flatter or more moldable in the nose area.

If it leaks at the chin or at both the nose and the chin you may need a respirator that is longer or shorter from top to bottom or you may need a respirator that is wider or narrower at the nose or the chin area.

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## COMMUNITY EMERGENCY RESPONSE TEAM PANDEMIC INFLUENZA MODULE

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### **Appendix L: How To Fit-test A Disposable Respirator For Home (Non-Employee) Use**

If the chin leaks and the respirator is a style that comes down under your chin as some of the “duck bill” and “pleated” styles do, you may need a larger or smaller size. Also, some respirators that tuck under the chin have a soft seal strip on the edge - make sure it has not gotten rolled up when you put the respirator on.

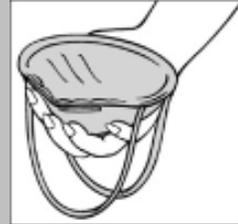
If your respirator passes ALL of the above tests and you detect no leaks, then you can be fairly confident that you have as good a fit as can be achieved short of being professionally tested.

COMMUNITY EMERGENCY RESPONSE TEAM  
PANDEMIC INFLUENZA MODULE

Appendix M: Respirator Fit Check

FITTING INSTRUCTIONS (Must be followed each time respirator is worn)

1. Cup the respirator in your hand, with the nosepiece at your fingertips, allowing the headbands to hang freely below your hand.



2. Position the respirator under your chin with the nosepiece up. Pull the top strap over your head resting it high at the top of your head. Pull the bottom strap over your head and position it around the neck below the ears.



3. Place your fingertips from both hands at the top of the metal nosepiece. Using two hands, mold the nose area to the shape of your nose by pushing inward while moving your fingertips down both sides of the nosepiece. <sup>!</sup>

*! Pinching the nosepiece using one hand may result in improper fit and less effective respirator performance. USE TWO HANDS.*



4. Perform a User Check Seal prior to each wearing. To check the respirator-to-face seal, place both hands completely over the respirator and exhale. Be careful not to disturb the position of the respirator. If air leaks around nose, readjust the nosepiece as described in step 3. If air leaks at the respirator edges, work the straps back along the sides of your head. <sup>\*</sup>



*\* If you CANNOT achieve proper seal, then YOU ARE NOT protected and should not be administering hands on care or come within 3 to 6 feet of the ill person.*

# COMMUNITY EMERGENCY RESPONSE TEAM

## PANDEMIC INFLUENZA MODULE

### Appendix N: Donning and Removal of Personal Protective Equipment



#### Donning and Removal of Personal Protective Equipment

Personal protective equipment (PPE) is designed to protect health care providers in health care settings from exposure to potentially infectious material. When providing care to patients, these products protect the skin and mucous membranes of the eyes, nose, and mouth from exposure to blood, body and respiratory secretions.

Always perform hand hygiene immediately before donning and after removing PPE.

Always don your PPE before contact with patients.

##### Sequence for donning PPE

- perform hand hygiene
- gown (if applicable)
- mask
- eyewear
- gloves (if applicable)

##### 1. How to don a gown

- opening is in the back
- fully cover torso from neck to knees, arms to end of wrists, and wrap around the back
- secure at neck and waist
- if gown is too small, use two gowns: the first ties in front, the second ties in back

##### 2. How to don a mask

- secure on head with ear loops
- place over nose, mouth, and chin
- fit flexible nose piece over bridge
- adjust fit – snug to face and below chin

##### 3. How to don eye protection

- position eyewear over eyes and secure to head using ear pieces

##### 4. How to don gloves

- don gloves last
- insert hands into gloves
- extend gloves over gown cuffs (if wearing gown)

##### 5. How to use gloved hands

- keep gloved hands away from face
- avoid touching or adjusting other PPE
- remove gloves if they become torn; perform hand hygiene before donning new gloves
- limit surfaces and items touched

##### Sequence for removing PPE

- all items must be removed and discarded carefully
- perform hand hygiene after gloves/gown removal before your hands go near your face (for removal of masks and eye protection) and after completion of PPE removal, and *any time you suspect your hands are contaminated during PPE removal.*

##### 1. Glove removal

- outside of glove is 'dirty'; use glove-to-glove/ skin-to-skin handling method
- grasp outside edge near wrist
- peel away from hand, turning glove inside out hold in opposite gloved hand
- slide ungloved finger under wrist of remaining glove
- peel off from inside, creating a bag for both gloves
- discard

##### 2. Gown removal

- gown front and sleeves are 'dirty'; handle by inside/back of gown
- unfasten ties
- peel gown away from neck and shoulder
- turn contaminated outside surface toward the inside
- fold or roll into a bundle
- discard

##### 3. Perform hand hygiene

##### 4. Eyewear removal

- outside of eyepiece is 'dirty'; handle by earpieces grasp earpieces with ungloved hands
- pull away from face
- place in designated receptacle for reprocessing

##### 5. Mask removal

- front of mask is 'dirty'; handle by ear-loops remove from face, in a downward direction, using ear-loops
- discard

##### 6. Perform hand hygiene immediately after removing PPE.

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## COMMUNITY EMERGENCY RESPONSE TEAM

### PANDEMIC INFLUENZA MODULE

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#### Appendix O: Basic Home Care Guidelines

CERT members can give information to others about how to care for people sick with pandemic flu at home. This is a list of basic home care guidelines:

- Separate sick people from others in the home in a separate room:
  - Designate one person to be the caregiver for the sick person
  - Limit contact of other individuals in the home with the sick person
- If advised by health officials to do so:
  - Wear disposable gloves and gowns
  - Wear an N-95 respirator
  - Wear eye protection such as a face shield or goggles
- Encourage all household members to wash hands often.
- Relieve discomfort from fever and body aches.
  - Keep a record of the temperature
- Prevent dehydration.

#### What is Dehydration?

- Dehydration is:
  - When people have severe vomiting or diarrhea and have lost body fluids that contain electrolytes.
  - Electrolytes are salts found in the body that help nerves and muscles work properly.
- Signs of dehydration:
  - Weakness or unresponsiveness
  - Decreased saliva
  - Dry mouth and tongue
  - Skin tenting – when the skin is pinched it stays in a “tent” position instead of going flat
  - Urine is very dark in color and the person is not urinating often
- Caffeine free soft drinks that contain water, sugar and salt can be used to prevent dehydration:
  - Bottled soft drinks, packaged drink mixes, sports drinks, etc.

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## COMMUNITY EMERGENCY RESPONSE TEAM PANDEMIC INFLUENZA MODULE

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### Appendix O: Basic Home Care Guidelines

- Prepared rehydration products can also be found at drug stores or pharmacies.
  - Ask your doctor or pharmacist about prepared rehydration products
- An oral rehydration solution can be made using water, sugar and salt.

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## COMMUNITY EMERGENCY RESPONSE TEAM

### PANDEMIC INFLUENZA MODULE

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#### **Appendix P: Recommendations on Basic Cleaning for Influenza in Non-Healthcare Settings**

Influenza is an extremely fragile virus. It can remain infectious for only minutes if exposed to air. It is easy to kill. It can remain infectious for hours, however, if it is not exposed to air. This can occur when respiratory secretions from coughs or sneezes of an infected person land on surfaces. Simple cleaning will remove most of virus along with other material, leaving the remaining virus to be exposed to air and rendered non-infectious within minutes.

Frequently clean all surfaces that are commonly touched by multiple people, such as elevator buttons, shared equipment, doorknobs, etc. Use the cleaning agents that are usually used in these areas and follow the directions on the label. No additional disinfection beyond routine cleaning is recommended.

School staff should routinely clean areas that students and staff touch often (for example, shared keyboards) with the cleaners they typically use. They should also clean these areas immediately when visibly soiled. Use the cleaning agents that are usually used in these areas. Special cleaning with bleach and other non-detergent-based cleaners is not necessary. No additional disinfection of environmental surfaces beyond the recommended routine cleaning is required.

COMMUNITY EMERGENCY RESPONSE TEAM  
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Appendix Q: Rehydration Solution Guidelines



**REHYDRATION SOLUTION GUIDELINES**

- **Adults:** 4 cups as tolerated over an 8 – hours period
- **Children:** 4 cups as tolerated over an 8 – 24 hour period
- **Infants:** 4 cups as tolerated over a 24 – hour period



**REHYDRATION SOLUTION GUIDELINES**

- **Adults:** 4 cups as tolerated over an 8 – hours period
- **Children:** 4 cups as tolerated over an 8 – 24 hour period
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**REHYDRATION SOLUTION GUIDELINES**

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COMMUNITY EMERGENCY RESPONSE TEAM  
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Appendix Q: Rehydration Solution Guidelines



Dehydration can be a serious problem for people who are sick with high fevers, vomiting and diarrhea.

**REHYDRATION SOLUTION**

**4 cups of clean water**  
**2 tablespoons of sugar**  
**½ teaspoon of salt**

Mix all the ingredients until the sugar disappears. Drink the solution at room temperature. **DO NOT** boil the solution.



Dehydration can be a serious problem for people who are sick with high fevers, vomiting and diarrhea.

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**COMMUNITY EMERGENCY RESPONSE TEAM  
PANDEMIC INFLUENZA MODULE**

**Appendix R: Viewing Box Instructions**

**HOW TO MAKE YOUR OWN PORTABLE GLO-GERM®  
VIEWING BOX**



**Supplies Needed**

- ❑ Black Plastic Portable File Box (14 3/8" x 12 1/2" x 11 7/8") (may be purchased at an office supply store)
  - ❑ 6" Battery Operated Portable Handheld Blacklight \*
  - ❑ 5" Velcro® Strips (may be purchased at any store that sells office supplies or hardware supplies)
  - ❑ Box Cutter (may be purchased at any store that sells hardware supplies)
  - ❑ 8 oz. Bottle of Glo Gel® \*\*
- \* Purchase Online at:  
[www.blacklight.com](http://www.blacklight.com) (Item # CHNVF4 – 6" Chauvet® Portable Handheld Blacklight w/Flashlight - \$6.99)  
[www.blacklightworld.com](http://www.blacklightworld.com) (6" UV Pocket Model Handheld - \$6.95)  
[www.amazon.com](http://www.amazon.com) (6" Chauvet® Handheld Blacklight - \$5.99)
- \*\* Purchase Online at:  
[www.glogerm.com](http://www.glogerm.com) (Glo Gel® – 8 ounce - \$18.95)

**DIRECTIONS:**

**1. PURCHASE ONE (1) 14 3/8" x 12 1/2" x 11 7/8"  
BLACK PLASTIC FILE BOX**

*(Important to purchase a black plastic file box with a plain black lid without a special compartment to hold pens and other small items)*



**2. HAND WINDOW**

Using a sharp box cutter cut a rectangular window (11"L x 3 1/2"W) on the front of the file box



**3. VIEWING WINDOW - VOLUNTEER**

Using a sharp box cutter cut a rectangular window (5"L x 2"W) on the file box lid towards the front



**COMMUNITY EMERGENCY RESPONSE TEAM  
PANDEMIC INFLUENZA MODULE**

**HOW TO MAKE YOUR OWN PORTABLE GLO-GERM®  
VIEWING BOX**

**5. VIEWING WINDOW - INSTRUCTOR**

Using a sharp box cutter cut a rectangular window (5”L x 1 ½”W) on the file box lid towards the rear



**VIEWING WINDOW - INSTRUCTOR**  
5”L x 1 ½”W

**4. POSTION BLACKLIGHT**

- Open lid. Attach a 5” Velcro® strip approximately 4” from the top on the rear inside wall of file box
- Attach the other half of the 5” Velcro® strip to the Battery Operated Portable Handheld Blacklight
- Attach the Battery Operated Portable Handheld Blacklight to the rear inside wall of the file box



**5” VELCRO® STRIP**

**5” VELCRO® STRIP**



**YOU’RE DONE!**  
*Simply turn on the blacklight, close the lid and you are  
READY TO “GLO”!*



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