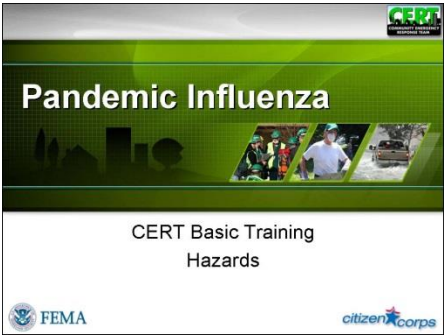
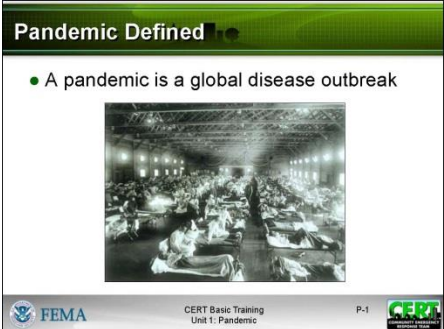



Pandemic Influenza

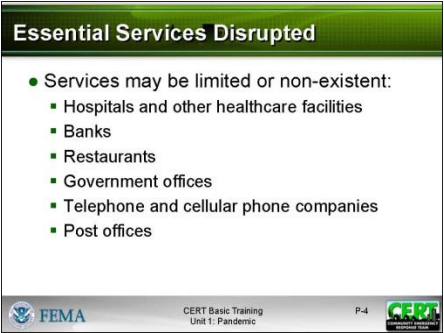
INSTRUCTOR GUIDANCE	CONTENT
 <p>Display Slide P-0</p>	<p><i>Pandemic Influenza</i></p> <p>Introduce the topic by defining pandemic.</p> <ul style="list-style-type: none">▪ A pandemic is a global disease outbreak <p>Explain that pandemics are characterized by the sudden onset of an extremely virulent pathogen with potentially lethal results. Though historically pandemics have been caused by a wide variety of diseases, today influenza poses the greatest risk to reach pandemic proportions.</p>
 <p>Display Slide P-1</p>	<p>Remind participants that pandemic influenza differs from seasonal influenza.</p> <p>Say that, while the threat of a global flu pandemic is relatively remote, preparedness is essential to managing a pandemic.</p>

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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="237 438 677 768"><p>Community Preparedness and Risk</p><ul style="list-style-type: none">• A community strategy can significantly delay or reduce impact of a pandemic• A pandemic is likely to occur at least once every century<p>FEMA CERT Basic Training Unit 1: Pandemic P-2</p></div> <p data-bbox="237 785 496 821">Display Slide P-2</p> <div data-bbox="237 1337 677 1667"><p>Assessing the Risk</p><ul style="list-style-type: none">• Groups most susceptible to pandemic:<ul style="list-style-type: none">▪ Infants▪ Adults with autoimmune diseases▪ Elderly<p>FEMA CERT Basic Training Unit 1: Pandemic P-3</p></div> <p data-bbox="237 1684 496 1719">Display Slide P-3</p>	<p data-bbox="704 373 1243 409">Pandemic Flu and Your Community</p> <p data-bbox="704 443 1510 621">Stress that, like any other community-wide disaster, the most important step in pandemic flu preparedness is to have a sound plan. Research and experience has shown that the implementation of a community strategy can significantly delay or reduce the impact of a pandemic.</p> <p data-bbox="704 642 1481 783">Indicate to the participants that it is the job of your local community to establish a sound plan to enact in the event of pandemic. Individuals can, however, help by preparing in their homes and workplaces.</p> <p data-bbox="704 856 1000 892">Assessing the Risk</p> <p data-bbox="704 926 1500 1140">Explain that the likelihood of a pandemic influenza event occurring is nearly impossible to predict with any certainty. Hindsight indicates that a pandemic is likely to occur at least once every century, although recent advances in medicine may decrease that statistic in the future.</p> <p data-bbox="704 1163 1510 1304">Remind the group that, regardless of the statistical likelihood, almost all competent sources suggest that the practical likelihood of pandemic flu occurring in the future is approaching 100 percent.</p> <p data-bbox="704 1341 1510 1446">Indicate that, historically, pandemics tend to have the greatest affect on the members of society with weakened immune systems. Those groups include:</p> <ul data-bbox="704 1467 1227 1608" style="list-style-type: none">▪ Infants▪ Adults with autoimmune diseases▪ Elderly

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INSTRUCTOR GUIDANCE	CONTENT
<p>The “Pandemic Influenza Storybook” is a resource of narratives from survivors, families, and friends who experienced the 1918 and 1957 pandemics. The online narratives are available at www.pandemicflue.gov/storybook/introduction.</p>  <p>Essential Services Disrupted</p> <ul style="list-style-type: none">● Services may be limited or non-existent:<ul style="list-style-type: none">■ Hospitals and other healthcare facilities■ Banks■ Restaurants■ Government offices■ Telephone and cellular phone companies■ Post offices <p>FEMA CERT Basic Training Unit 1: Pandemic P-4</p> <p>Display Slide P-4</p>	<p>Explain that the Great Influenza Pandemic of 1918 was an exception to this general rule. In the 1918 event, the virus proved most deadly to the young adult population. There is no sure understanding of why this was so, but it serves as an apt reminder that an influenza pandemic is unpredictable and can affect anyone and everyone in a given population.</p> <p>Tell participants that the next section will cover individual and family preparedness.</p> <p><i>Personal and Family Preparedness</i></p> <p>Tell the group that, though relatively unlikely, should a pandemic occur, individuals should be aware of and prepared for widespread effects. Like many disasters, a flu pandemic would alter many aspects of society and would drastically influence how the world operates.</p> <p>Essential Services Disrupted</p> <p>Explain that they should plan for the possibility that usual services may be disrupted. These could include services provided by:</p> <ul style="list-style-type: none">■ Hospitals and other healthcare facilities■ Banks■ Restaurants■ Government offices■ Telephone and cellular phone companies■ Post offices

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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="237 1379 677 1709" data-label="Image"> </div> <p>Display Slide P-5</p>	<p>Provide these examples:</p> <ul style="list-style-type: none"> ▪ Stores may close or have limited supplies. Make sure you have your disaster supply kit ready! ▪ Transportation services may be disrupted and you may not be able to rely on public transportation. Plan to take fewer trips and store essential supplies. ▪ Public gatherings, such as volunteer meetings and worship services, may be canceled. Prepare contact lists including conference calls, telephone chains, and email distribution lists to access or distribute necessary information. ▪ The ability to travel, even by car if there are fuel shortages, may be limited. ▪ You may not be able to communicate with family and loved ones. You should also talk to your family about where family members and loved ones will go in an emergency and how they will receive care. ▪ In a pandemic, there may be widespread illness that could result in the shut down of local ATMs and banks. Keep a small amount of cash or traveler's checks in small denominations for easy use. <p>Access to Food and Water Limited</p> <p>Remind the participants that, in a disaster environment, food and water are often the most vulnerable to failure and are often the first supplies to be depleted. A pandemic event would be no different.</p> <p>Explain that, to prepare for the possibility that access to fresh food and water may be limited, the Centers for Disease Control and Prevention (CDC) recommends keeping a two-week supply of non-perishable food and water available at all times.</p>

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INSTRUCTOR GUIDANCE	CONTENT
<p data-bbox="248 394 565 422">Potable Water Access Limited</p>  <ul style="list-style-type: none">● How to prepare:<ul style="list-style-type: none">■ Store two weeks of water<ul style="list-style-type: none">◆ 1 gallon of water per person per day◆ Avoid using containers that will decompose or break <p data-bbox="248 674 675 701"><small>FEMA CERT Basic Training Unit 1: Pandemic P-6</small></p> <p data-bbox="240 722 496 751">Display Slide P-6</p>	<p data-bbox="706 380 781 409"><u>Food</u></p> <ul style="list-style-type: none">■ Store two weeks of non-perishable food.<ul style="list-style-type: none">● Select foods that do not require refrigeration, preparation (including the use of water), or cooking.■ Ensure that formulas for infants and any child's or older person's special nutritional needs are a part of your planning. <p data-bbox="706 842 792 871"><u>Water</u></p> <ul style="list-style-type: none">■ Store two weeks of water.<ul style="list-style-type: none">● 1 gallon of water per person per day (2 quarts for drinking, 2 quarts for food preparation/sanitation), in clean plastic containers.● Avoid using containers that will decompose or break, such as plastic milk jugs or glass bottles.
<p data-bbox="248 1360 557 1388">Pandemic and the Workplace</p> <ul style="list-style-type: none">● Ask your employer how business will continue<ul style="list-style-type: none">■ Discuss staggered shifts or working at home■ Discuss on-site daycare■ Discuss possible flexibility in leave policies■ Discuss how much leave you can take to care for yourself or a family member● Plan for possible loss of income <p data-bbox="248 1640 675 1667"><small>FEMA CERT Basic Training Unit 1: Pandemic P-7</small></p> <p data-bbox="240 1688 496 1717">Display Slide P-7</p>	<p data-bbox="706 1276 1149 1306">Pandemic and the Workplace</p> <p data-bbox="706 1348 1446 1415">Provide these tips for preparing for pandemic in your workplace:</p> <ul style="list-style-type: none">■ Ask your employer how business will continue during a pandemic.<ul style="list-style-type: none">● Discuss staggered shifts or working at home with your employer.● Discuss telecommuting possibilities and needs, accessing remote networks, and using portable computers.● Discuss the possibility of on-site daycare if needed and not already available


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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="237 1119 677 1451" data-label="Image"> </div> <p data-bbox="237 1465 496 1503">Display Slide P-8</p>	<ul style="list-style-type: none"> ▪ Discuss possible flexibility in leave policies. Discuss with your employer how much leave you can take to care for yourself or a family member. <ul style="list-style-type: none"> • Plan for possible loss of income if you are unable to work or the company you work for temporarily closes. <p data-bbox="704 690 1247 728">Pandemic Preparedness in Schools</p> <p data-bbox="704 760 1515 1087">Explain to the group that schools, including public and private preschool, childcare, trade schools, and colleges and universities, may be closed to limit the spread of flu in the community and to help prevent children from becoming sick. Other school-related activities and services could also be disrupted or cancelled including: clubs, sports/sporting events, music activities, and school meals. School closings would likely happen very early in a pandemic and could occur on short notice.</p> <p data-bbox="704 1121 1503 1192">Provide these examples of ways to prepare for extended school closures:</p> <ul style="list-style-type: none"> ▪ Talk to teachers, administrators, and parent-teacher organizations about your school's pandemic plan, and offer your help. ▪ Plan now for children staying at home for extended periods of time, as school closings may occur along with restrictions on public gatherings, such as at malls and movie theaters. ▪ Plan home learning activities and exercises that your children can do at home. Have learning materials, such as books, school supplies, and educational computer activities and movies on hand.

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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="237 1056 677 1388" data-label="Image"> </div> <p data-bbox="237 1402 496 1440">Display Slide P-9</p>	<ul style="list-style-type: none"> ▪ Talk to teachers, administrators, and parent-teacher organizations about possible activities, lesson plans, and exercises that children can do at home if schools are closed. This could include continuing courses by TV or the Internet. ▪ Plan entertainment and recreational activities that your children can do at home. Have materials, such as reading books, coloring books, and games, on hand for your children to use. <p data-bbox="704 770 1170 808"><i>Prevention and Treatment</i></p> <p data-bbox="704 846 1461 1024">Explain that the best ways to prevent and mitigate an outbreak of pandemic flu are to stay healthy and be prepared. The previous topic covered how individuals might prepare for the possibility of a pandemic event. This topic will discuss ways to stay healthy.</p> <p data-bbox="704 1062 1461 1129">Tell the participants that these steps may help prevent the spread of respiratory illnesses such as the flu:</p> <ul style="list-style-type: none"> ▪ Cover your nose and mouth with a tissue when you cough or sneeze. Throw the tissue away immediately after you use it. ▪ Wash your hands often with soap and water, especially after you cough or sneeze. If you are not near water, use an alcohol-based (60-95%) hand cleaner. ▪ Avoid close contact with people who are sick. When you are sick, keep your distance from others to protect them from getting sick too. ▪ If you get the flu, stay home from work, school, and social gatherings. In this way you will help prevent others from catching your illness. ▪ Try not to touch your eyes, nose, or mouth. Germs often spread this way.

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<div data-bbox="237 438 677 768"><p>Potential Treatments</p><ul style="list-style-type: none">● Current pandemic flu treatments are limited:<ul style="list-style-type: none">■ Vaccination■ Antiviral medication<p>FEMA CERT Basic Training Unit 1: Pandemic P-10</p></div> <p data-bbox="237 785 513 821">Display Slide P-10</p>	<p data-bbox="704 373 886 409">Vaccination</p> <p data-bbox="704 443 1510 548">Remind the group that vaccines are used to protect people from contracting a virus once a particular threat is identified.</p> <ul style="list-style-type: none">■ After an individual has been infected by a virus, a vaccine generally cannot help to combat it.■ Unfortunately, a specific pandemic influenza vaccine cannot be produced until a particular pandemic influenza virus emerges and is identified.■ Once a pandemic influenza virus has been identified, it will likely take 4-6 months to develop, test, and begin producing a vaccine. <p data-bbox="704 909 1455 978">Explain that the supply of pandemic vaccine will be limited, particularly in the early stages of a pandemic.</p> <ul style="list-style-type: none">■ Efforts are being made to increase vaccine-manufacturing capacity in the United States so that supplies of vaccines would be more readily available.■ In addition, research is underway to develop new ways to produce vaccines more quickly. <p data-bbox="704 1211 1433 1316">Tell the group that, while promising for future use, a vaccine cure-all for pandemic influenza is still many years away.</p>

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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="237 1150 677 1480" data-label="Image"> </div> <p data-bbox="237 1499 509 1535">Display Slide P-11</p>	<p data-bbox="704 375 1008 411">Antiviral Medication</p> <p data-bbox="704 447 1435 552">Inform the group that the Federal Food and Drug Administration (FDA) has approved several antiviral medications to treat seasonal influenza.</p> <ul data-bbox="704 573 1500 856" style="list-style-type: none"> ▪ Such medications may be effective in mitigating the impact and spread of a pandemic influenza virus. ▪ With little awareness of how a pandemic flu virus will look and act, the success of using these antivirals is difficult to predict. ▪ Doctors and experts in the community warn that their effect may be moderate to minimal. <p data-bbox="704 877 1458 947">Explain that these antivirals are currently available by prescription only.</p> <p data-bbox="704 1083 1192 1119">Get Informed and Stay Informed</p> <p data-bbox="704 1155 1406 1295">Tell the group that knowing the facts is the best preparation. Identify sources you can count on for reliable information. If a pandemic occurs, having accurate and reliable information will be critical.</p> <ul data-bbox="704 1316 1511 1675" style="list-style-type: none"> ▪ Reliable, accurate, and timely information is available at www.pandemicflu.gov. ▪ Another source for information on pandemic influenza is the Centers for Disease Control and Prevention (CDC) Hotline at 1-800-CDC-INFO (1-800-232-4636). ▪ Look for information on your local and state government Web sites. Links are available to each state department of public health at www.pandemicflu.gov.

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\	<ul style="list-style-type: none">▪ Listen to local and national radio, watch news reports on television, and read your newspaper and other sources of printed and web-based information.▪ Talk to your local health care providers and public health officials. <p>Does anyone have any questions about pandemic influenza?</p>

