



# Pan American Health Organization



*Regional Office of the*  
**World Health Organization**

<http://www.paho.org>

Preview of FluKit – Community planning and  
Response to Pandemic Influenza

**January 20<sup>th</sup>, 2011**  
**Port-of-Spain, Trinidad and Tobago**

**Marie-Claude Lavoie, PAHO**



# Online Resources on Influenza Preparedness



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# What is the Flukit?

- Collection of materials that serve as basis for pandemic response preparedness at the community level.
- Include basic mitigation measures such as hand hygiene, infection control principles, and communication component.
- Can be adapted and used in future public health outbreaks.
- Interactive tools, such as videos and quizzes.



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# FluComm

## Description:

FluComm is an online course which consists of Core Modules and Specific Modules for different audiences. Each section is approximately 30 minutes long, but the modules do not have to be completed in one sitting. Once the Core Modules and quizzes are successfully completed you receive a certificate of completion



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# FluComm

## Objectives:

- Describe how pandemic influenza emerges and spreads
- Describe key steps in developing a local preparedness and response plan
- Describe principles of effective communication during a pandemic
- Identify preparedness and response strategies for specific community sectors
- Identify additional resources to support local preparedness and response efforts



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# FluComm

- **Targeted audience:** schools, health services, workplaces, municipalities, faith-base and community organizations
- **Language:** English and Spanish
- **Time of Completion:** Each section of the core module is app. 30 min



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# FluComm Modules

## Core Modules

- Addressing Pandemic Influenza (H1N1) 2009
- Understanding Pandemic Influenza (H1N1) 2009
- Preparing your community for a pandemic
- Spreading the Word, Not the Virus
- Moving forward to address pandemic Influenza (H1N1) 2009

## Specific Modules


- Schools
- Health Services
- Workplaces
- Municipalities
- Faith-Based and Community Organizations



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# FluComm: Section 1 - Understanding Pandemic Influenza (H1N1) 2009


**FluComm Section 1**HOW TO USE THIS MODULE | GLOSSARY

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Outline

[Addressing Pandemic Influenza \(H1N1\) 2009 in the Community](#)  
How Did It Start?  
Spread  
Symptoms  
Warning signs  
Who Is At Risk?  
What can we learn from the past?  
Lessons learned from the 20th century  
Knowledge Check  
References: Section 1  
References: Section 1 Continued  
References: Section 1 Continued  
End of section

**FluComm:**  
**ADDRESSING PANDEMIC INFLUENZA (H1N1) 2009  
IN THE COMMUNITY**  
  
**Section 1: Understanding Pandemic (H1N1)  
2009 Influenza**





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# FluComm: Section 2 – Preparing your community for Influenza (H1N1) 2009

FluComm Section 2

HOW TO USE THIS MODULE | GLOSSARY



## Outline

- Assessing Pandemic Influenza at the Local Level
- Every community must assume responsibility
- A Framework for Local Pandemic Preparedness**
- P – Planning
- R – Readiness
- E – Everyone
- P – Problem understanding
- A – Approaches
- R – Response
- E – Evaluation
- Knowledge Check
- References for Section 2: Preparing Your Community
- References for Section 2: Preparing Your Community
- References for Section 2: Preparing Your Community
- End of section

## A Framework for Local Pandemic Preparedness

Effective local pandemic preparedness requires a multi-step, multi-sector process described by the PREPARE framework. Key components of this process include:

**P – Planning:** Communities must have a comprehensive preparedness plan for reducing the local impact of pandemic (H1N1) 2009.

**R – Readiness:** Communities must recognize pandemic (H1N1) 2009 as a local problem and have the resources needed to respond effectively.

**E – Everyone:** Communities must seek representation from and build partnerships across all sectors.

**P – Problem understanding:** Communities must know how pandemic (H1N1) 2009 is affecting residents—including local spread and severity.

**A – Approaches:** Communities must know their options for local pandemic mitigation—including how and why they work.

**R – Response:** Communities must carefully match pandemic mitigation interventions to changing local circumstances.

**E – Evaluation:** Communities must continually monitor, assess the effectiveness of, and refine selected mitigation interventions.

# FluComm

## Practical tools

- Checklists
- Templates



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### H1N1 Toolkit for Schools

#### Sample letters (or emails) to parents

##### *School and family-level planning and prevention*

Dear Parent,

I am writing to inform you about our school's plans for responding to outbreaks of pandemic influenza this year and to pass along some specific guidance as to steps that you and your family can take. As you probably know, there have been many people who have become sick due to pandemic influenza. Public health authorities expect numbers to rise. This virus is different than the seasonal flu, requiring us to take additional measures to prepare.

We are taking steps to reduce the spread of pandemic influenza in [school name] by constantly developing and updating our plans and coordinating our efforts closely with local government and the business community. We want to keep the school open and functioning normally, but we need your help to do this.

Please follow these guidelines to protect yourself and your family:

- **Keep children who are sick at home.** Any children who are sick in school will be sent home.
- **Know the signs and symptoms of influenza.** Symptoms of the flu include fever (100 degrees Fahrenheit, 38 degrees Celsius or greater), cough, sore throat, a runny or stuffy nose, body aches, headache, and feeling very tired. Some people may also vomit or have diarrhea.
- **Teach your children to wash their hands often with soap and water for 20 seconds.** Be sure to set a good example by doing this yourself.
- **Teach your children to cover their coughs and sneezes with tissues or by coughing into the inside of the elbow.** Be sure to set a good example by doing this yourself.
- **Teach your children not to share personal items like drinks, food or unwashed utensils, and to stay at least 3 feet (1 meter) away from people who are sick.**

If your child or another family member is sick, some things you can do to help them are:

- Have them drink a lot of liquid (water, juice).
- Keep the ill person as comfortable as possible – rest is important.
- For fever, sore throat and muscle aches in adults, use ibuprofen (such as Motrin) or acetaminophen (such as Tylenol) as directed on the medicine package. Do not use aspirin with children or teenagers.
- Keep tissues and a trash bag within reach of the ill person.
- Keep contact with the ill person to a minimum; isolate them from others.
- If the ill person is having difficulty breathing or is getting worse, contact a healthcare provider right away.

If the pandemic flu continues to spread and more students become ill, students may be dismissed from school for days or weeks. The purpose of student dismissals will be to keep children from getting sick. If students are dismissed, children should stay at home and not gather in groups with other children. Begin planning now for childcare in your home.

Other possible actions the school might take include:

- Conducting active fever and flu symptom screening of students and staff as they arrive at school.
- Increasing the space between people by moving desks farther apart and postponing class trips.
- Dismissing students from school for at least 7 days if they become sick.


If you have questions, please contact [school nurse / health provider / other authority] at: [phone #]. We will be sure to provide additional information as the situation progresses.

Sincerely,

[School administrator's name and signature]

# FluComm: Section 3: Knowledge Check

**FluComm Section 3**HOW TO USE THIS MODULE | GLOSSARY

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**Outline**  
[Addressing Pandemic Influenza \(H1N1\) 2009 in the Americas](#)  
[Why is communication so important?](#)  
[What approach works best?](#)  
[What are the essential principles of communication?](#)  
[Who should be involved in communications planning?](#)  
[What should be communicated?](#)  
[Know the audience](#)  
[Develop the messages](#)  
[How will the message be communicated?](#)  
[When is the communication plan effective?](#)  
**[Knowledge Check](#)**  
[References: FluComm Section 3](#)  
[End of section](#)

**Section 3 Review Questions**  
Question 2 of 11

Which of the following is NOT an essential principle of effective communication during a public health crisis?






Photo: PAHO




- ☐ Engage the public
- ☒ Build trust
- ☐ Let things settle down
- ☐ Develop a plan

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Score so far: 0 points out of 1

SUBMIT





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# Protect Patti

## Description:

Is an interactive mini- course featuring five interactive scenarios in which you choose the appropriate personal protective equipment (PPE), according to the patient's diagnosis to prevent exposure to infectious diseases



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# Protect Patti

## Objectives:

- Review key principles on occupational health and infection control
- Practice adequate hand hygiene and use of PPE
- Practice selecting, as well as putting it on and taking it off PPE



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# Protect Patti

- **Targeted audience:** Front line health care workers and occupational health/infection control specialists
- **Language:** English and Spanish
- **Time of Completion:** 25-30 minutes



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# Protect Patti: Interactive Scenarios

**Airborne  
Precautions**



Begin

**Airborne  
& Contact  
Precautions**



Begin

**Contact  
Precautions**



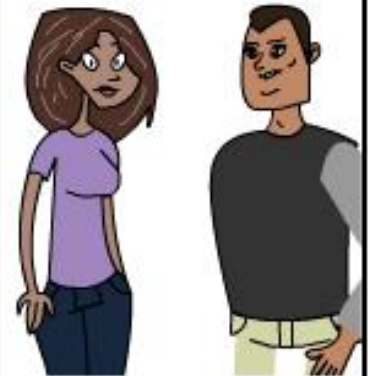
Begin

**Droplet  
& Contact  
Precautions**



Begin

**Droplet  
Precautions**



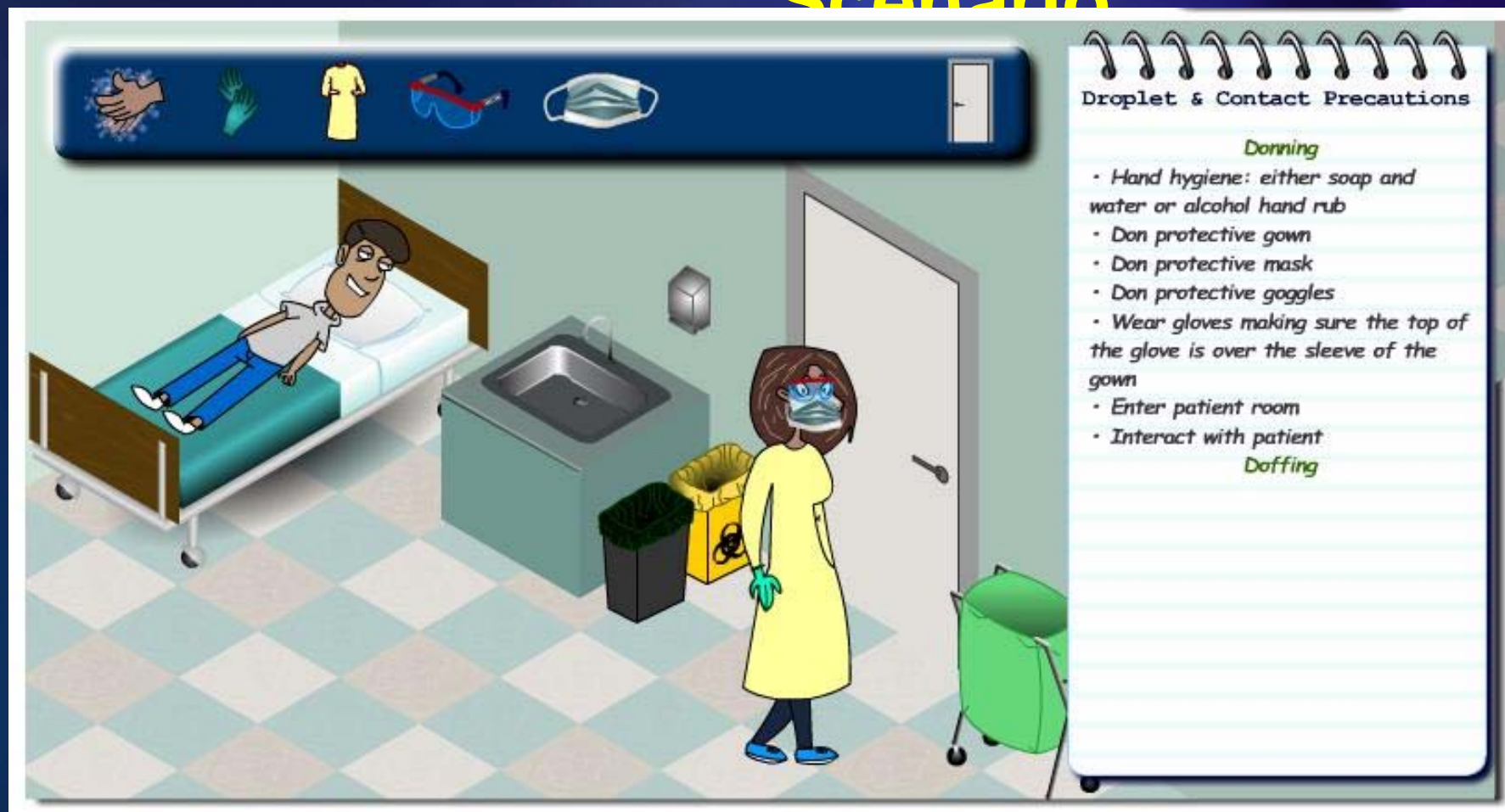
Begin



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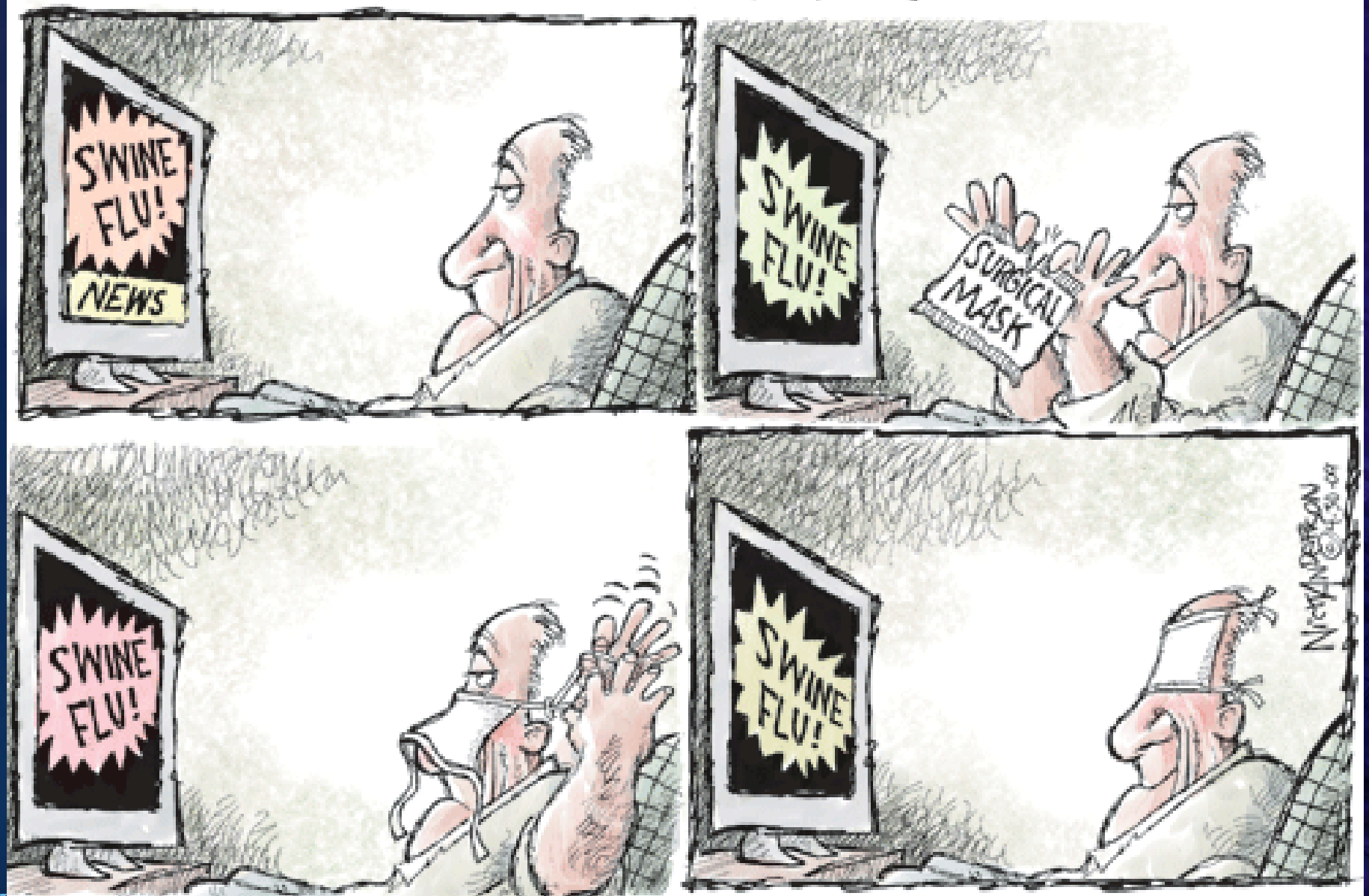
# Protect Patti: Droplet & Contact Precaution Scenario



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# HOW TO AVOID PANIC...



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# Conclusion

- Available tools to train and educate targeting different audiences (schools healthcare facility, community);
- Interactive resources (quiz, case scenario, template, checklist, video)
- Importance to build knowledge among the community to facilitate response during emergency situation.



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