

## Supplemental Resources

### KEY DECISIONS

FOR IMPLEMENTING COMMUNITY MITIGATION MEASURES DURING A PANDEMIC

#### Everyday Precautions

Washing hands often with soap and water

Covering nose and mouth with a tissue when coughing or sneezing

Avoiding touching eyes, nose or mouth


Staying home when ill with flu-like symptoms

Getting the flu vaccine if and when it is available

Regularly cleaning surfaces and items that are frequently touched


Use the information in this document to help determine the number, type, and intensity of community mitigation strategies for reducing the spread of influenza. What you choose to do will depend on your goals, the extent and severity of disease, and your capacity to prevent, mitigate, and treat influenza.

#### OVERRIDING PRINCIPLES



- Set and prioritize goals
  - Reduce transmission overall or in specific settings
  - Protect public health overall or those at highest risk
  - Maintain community functioning
- Make collaborative decisions using local information
- Match strategies to outbreak severity
- Use multiple strategies and start strategies early
- Reduce negative effects
- Communicate openly and frequently

#### BEFORE A PANDEMIC: BUILD A FOUNDATION



- Is a flexible influenza pandemic plan in place? Has it been reviewed, tested, and revised recently? Has it been updated based on experience with the 2009 H1N1 pandemic?
- Does the planning process include participants from national, state/territorial, and local government, as well as from multiple fields such as healthcare, public health, education, business, NGO, and faith-based organizations?
- Who are the decision-makers that can implement strategies?
- Which agencies or officials are authorized to implement stricter measures such as closing schools? Are they involved in pandemic planning?
- What legal authorities and policies need to be considered in the planning?
- Are there systems for gathering data on influenza-related illness, hospitalizations, and deaths?
- Do policies allow workers to miss work when they are sick or to care for a sick family member?
- What effect would missing work have on families? What support is available to help families?
- How well and quickly can plans and recommendations be communicated to the population?

## DURING A PANDEMIC: SELECT AND START STRATEGIES

### Community Mitigation Measures to Consider

For any level of severity:

Asking ill people to stay home

For a more severe pandemic consider adding these measures:

Asking exposed people to stay home

Closing schools or suspending classes

Restricting travel

Allowing more space between people at work and in the community

Recommending people wear facemasks

Cancelling large gatherings

### Examine the Epidemiology

- What is the extent of the spread of influenza-related illness? Local? Regional? National? Global?
  - Who is most affected? Consider age groups, regions, etc.
  - How are schools, businesses, or other settings being affected?
  - What is the rate of outpatient visits for influenza-like illness?
- How severe is the disease being caused by influenza virus?
  - What percent of people with influenza-like illness are hospitalized?
  - What percent of hospitalized patients need intensive-care-unit admission or advanced care?
  - How many deaths are occurring and among which groups?

### Consider Health Care

- Are health care providers and hospitals able to accommodate the influenza-like, illness-related visits they are receiving?
- Are there enough resources such as staff, hospital beds and ventilators? Is there enough capacity in emergency departments and intensive care units to accommodate increased demand?
- Is there enough medicine to treat persons at high risk for influenza-related complications?

### Implement Strategies

- Do strategies need to be implemented in a particular order? If so, what should be done first?
- Are changes to legal authority or policy needed? If so, how feasible are these changes?
- How long will specific strategies take to get started? For how long can they be sustained?
- What resources are needed and available to implement the strategies?
- What obstacles could decrease the effectiveness of the strategies?
- What are public concerns about influenza-like illness? Do social norms and public opinion support or hinder specific strategies under consideration?
- What communication efforts can be used to explain the need for the strategies to the public? What communication efforts can be used to stop rumors and misinformation and spread correct information?
- How can the expected benefits be measured?
- What negative effects could occur? How could they be reduced?

## AFTER A PANDEMIC: STOP AND EVALUATE STRATEGIES

- What are the triggers for stopping strategies?
- How difficult will it be to stop strategies? Should some strategies continue to be used?
- What are the plans for returning to normal operations?
- How well were strategies implemented? How effective were they in reaching the goals?
- How will lessons learned be applied to future planning?

### For More Information

[www.cdc.gov](http://www.cdc.gov)  
[www.who.org](http://www.who.org)  
[www.flu.gov](http://www.flu.gov)

## MESSAGE MAP WORKSHEET FOR WRITING KEY MESSAGES WITH SUPPORTING DETAILS

Message Map Template		
Specific Audience:		
Specific Question or Concern:		
Key Message 1	Key Message 2	Key Message 3
Supporting Information 1-A	Supporting Information 2-A	Supporting Information 3-A
Supporting Information 1-B	Supporting Information 2-B	Supporting Information 3-B
Supporting Information 1-C	Supporting Information 2-C	Supporting Information 3-C

### Message Map Template

Specific Audience:

Specific Question or Concern:

**Key Message 1**

**Key Message 2**

**Key Message 3**

Supporting Information 1-A

Supporting Information 2-A

Supporting Information 3-A

Supporting Information 1-B

Supporting Information 2-B

Supporting Information 3-B

Supporting Information 1-C

Supporting Information 2-C

Supporting Information 3-C

# Single Overriding Communications Objective

What are the three or four facts or statistics you would like the public to remember as a result of reading or hearing about this story? (Write one in each triangle below)

Key point or objective you want to accomplish by doing the interview.

Primary Audience:

Secondary Audience:

## Key Chain Questions

---



### 15 Key Questions Activity

#### Key Questions:

1. What are the core community mitigation measures?
2. How can community mitigation measures reduce the effects of flu?
3. What are the issues to consider in deciding when to use community mitigation measures?
4. What is social distancing and how do you help people to do it?
5. What are ways to reduce the secondary effects of community mitigation measures?
6. What can families do during a pandemic to help stay healthy?
7. How can you communicate to and educate your community in a timely manner?
8. How can you encourage ill workers to stay home during a pandemic?
9. How would you plan for people who have to care for ill family members?
10. How can schools help students and staff avoid the flu while keeping daily school activities going?
11. What are ways to reduce the secondary effects of closing schools?
12. How can schools prepare for a possible pandemic?
13. What can be done to maintain key public health and other services during a pandemic?
14. What can be done to help people to plan and prepare at home for a pandemic?
15. Which community partners should you engage in pandemic planning and response?

# Tool Kit Inventory

Item	Tools
Participant Guide	Important Workshop Information and References
Decision Making for Using Community Mitigation Measures: Planning for Influenza and Other Public Health Emergencies	Slides
Case Study	Scenario for Group Activity
<p><b>Planning Tools in Tool Kit</b></p> <p><b>*items that are in electronic files on CD and USB Flash drive only</b></p>	<p><b>Businesses</b></p> <ul style="list-style-type: none"> <li>• APEC Pandemic Flu Planning Guide for SMEs (Pandemic)*</li> <li>• CDC Preparing for the Flu Business Communication Toolkit (H1N1)*</li> <li>• Developing a Business Continuity Pandemic Plan: 7 Steps (Pandemic)</li> <li>• International Labor Organization (ILO) Business Continuity Planning: Guidelines for Small and Medium-Sized Enterprises (Pandemic)*</li> <li>• PAHO Leadership During a Pandemic: What Your Municipality Can Do: Maintenance of Essential Services (Pandemic)*</li> <li>• Resources for Working with Businesses for Pandemic Planning (Pandemic)</li> <li>• U.S. Department of Labor (DOL) DOL and Department of Health and Human Services (HHS) Guidance on Preparing Workplaces for an Influenza Pandemic (Pandemic)*</li> <li>• WHO Whole-of-Society Pandemic Readiness: WHO guidelines for pandemic preparedness and response in the nonhealth sector (Pandemic)*</li> </ul> <p><b>Communications</b></p> <ul style="list-style-type: none"> <li>• Message Map Worksheet for Writing Key Messages with Supporting Details Template</li> <li>• PAHO Leadership During a Pandemic: What Your Municipality Can Do: Communications Plan* Implementation for a Severe Pandemic (Pandemic)*</li> <li>• Single Overriding Communications Objective (SOCO) Diagram Template</li> <li>• WHO 7 Steps to Effective Media Communication During Public Health Emergencies</li> </ul> <p><b>Community Mitigation</b></p>

Item	Tools
	<ul style="list-style-type: none"> <li>• CDC Interim Pre-pandemic Planning Guidance: Community Strategy for Pandemic Influenza Mitigation in the United States (Pandemic) (in the process of being updated)*</li> <li>• CDC Community Mitigation Decision Tool (Pandemic)</li> <li>• CDC Plan Now To Be Ready for the Next Flu Pandemic Fact Sheet (Pandemic)*</li> <li>• CDC The Next Flu Pandemic What To Expect Pandemic Fact Sheet (Pandemic)*</li> <li>• CIDRAP Community Mitigation Strategies (Pandemic)*</li> <li>• PAHO Leadership During a Pandemic: What Your Municipality Can Do (Pandemic)*</li> <li>• PAHO Leadership During a Pandemic: What Your Municipality Can Do: Annotated Index of Tools (Pandemic)*</li> <li>• PAHO Leadership During a Pandemic: What Your Municipality Can Do: Matrix: Tools for Preparedness, Response, and Recovery (Pandemic)*</li> <li>• PAHO Leadership During a Pandemic: What Your Municipality Can Do: Non-Pharmaceutical Interventions (NPIs): Actions to Limit the Spread of the Pandemic in Your Municipality (Pandemic)*</li> <li>• WHO Pandemic Influenza Preparedness and Mitigation in Refugee and Displaced Populations (Pandemic)*</li> <li>• WHO Pandemic Influenza Preparedness and Mitigation in Refugee and Displaced Populations Training Modules (Pandemic)*</li> <li>• WHO Pandemic Influenza Prevention and Mitigation in Low Resource Communities: Summary (Pandemic)</li> </ul> <p style="text-align: center;"><b>Faith-Based Organizations</b></p> <ul style="list-style-type: none"> <li>• CDC Faith-Based and Community Organizations Pandemic Influenza Preparedness Checklist (Pandemic)*</li> </ul> <p style="text-align: center;"><b>Mass Gatherings</b></p> <ul style="list-style-type: none"> <li>• WHO Interim Planning Considerations for Mass Gatherings (H1N1)*</li> </ul> <p style="text-align: center;"><b>Resources</b></p> <ul style="list-style-type: none"> <li>• PAHO Leadership During a Pandemic: What Your Municipality Can Do: Resources (Pandemic)</li> </ul> <p style="text-align: center;"><b>Schools</b></p> <ul style="list-style-type: none"> <li>• CDC Preparing for the Flu Higher Education Communication Toolkit (H1N1)*</li> </ul>



Item	Tools
	<ul style="list-style-type: none"> <li>• CDC Preparing for the Flu Schools K-12 Communication Toolkit (H1N1)*</li> <li>• WHO Reducing Transmission in School Settings (H1N1)</li> </ul>
<b>Posters</b>	<ul style="list-style-type: none"> <li>• CDC Cover Your Cough (Community)</li> <li>• CDC Cover Your Cough (has no CDC logo on it)</li> <li>• CDC Cover Your Cough (Healthcare)</li> <li>• CDC Do You Feel Sick? (Seasonal Flu)</li> <li>• CDC Stop, Wash, and Go (Seasonal Flu)</li> <li>• CDC Travel-Sized (Seasonal Flu)</li> <li>• WHO How to Handwash</li> </ul>
<b>Supplemental Activity: 15 Key Questions and Answers</b>	Key Ring: A Job Aid for Trainers
<b>Purell Hand Sanitizer</b>	Hand Wipes
<b>Electronic Versions of All Workshop Slides and Training Materials for Train the Trainer Information Sharing Purposes</b>	USB Drive and CD
<b>Temporary Website for Most Current Version of Slides After Workshop</b>	<a href="http://www.orau.gov/hsc/downloads/CDC-PAHO">http://www.orau.gov/hsc/downloads/CDC-PAHO</a>
<p style="text-align: center;"><i>The items listed above are part of the Tool Kit Standard Inventory, but the intent of the Tool Kit is to collect and build more resources over time to help in your Pandemic Influenza Planning Community Mitigation Measures expertise and to enhance your Train the Trainer efforts.</i></p>	

## Glossary

---

**Absenteeism Rate.** Proportion of employed persons absent from work at a given point in time or over a defined period of time.

**Antiviral.** A medication that may be used to treat people who have been infected by a virus to help limit the impact of some symptoms and reduce the potential for serious complications. People who are in high risk groups are often given antiviral drugs because of their increased potential to develop additional health issues.

**CDC.** Centers for Disease Control and Prevention, the U.S. government agency at the forefront of public health efforts to prevent and control infectious and chronic diseases, injuries, workplace hazards, disabilities, and environmental health threats. CDC is one of 13 major operating components of the Department of Health and Human Services.

**Childcare.** Childcare programs discussed in this guidance include 1) centers or facilities that provide care to any number of children in a nonresidential setting, 2) large family childcare homes that provide care for seven or more children in the home of the provider, and 3) small family childcare homes that provide care to six or fewer children in the home of the provider.

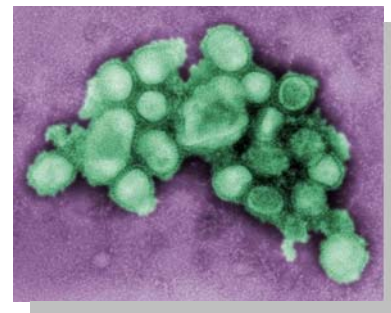
**Children.** Children are often defined as 17 years of age or younger unless an age is specified or 12 years of age or younger if teenagers are specified.

**Colleges.** Post-high school educational institutions.

**Community mitigation measure.** A strategy for implementation at the community level designed to slow or limit the transmission of a pandemic influenza virus. The core community mitigation measures are good hygiene, especially covering coughs and sneezes and washing hands often; isolation; household quarantine; school dismissal; and social distancing.

**Contagious.** A disease that is easily spread from one person to another by contact with the infectious agent that causes the disease. The agent may be in the form of droplets of liquid particles made by coughing or sneezing, contaminated food utensils, water or food.

**Epidemic.** The rapid spread of a disease that infects some or many people in a community or region at the same time.



**H1N1 pandemic influenza.** A new influenza virus causing illness in humans, first detected in humans in the United States in April 2009. This virus is spreading from person-to-person worldwide, probably in much the same way that regular seasonal influenza viruses spread. On June 11, 2009, the World Health Organization (WHO) signaled that a pandemic of 2009 H1N1 flu was underway.

**Hand Hygiene.** Washing hands often with soap and water, especially after coughing or sneezing. Alcohol-based hand cleaners are also effective. If soap and water are not available and alcohol-based products are not allowed, other hand sanitizers that do not contain alcohol may be useful.

**Household quarantine.** A community mitigation measure that asks household members or the primary care giver of an ill person to stay home.

**Infection Control.** Hygiene and protective measures to reduce the risk of transmission of an infectious agent from an infected person to uninfected persons (e.g., hand hygiene, cough etiquette, use of personal protective equipment, such as face masks and respirators, and disinfection).



**Influenza (flu).** A contagious respiratory illness caused by particular strains of viruses.

**Isolation.** The physical separation of people who are ill with a contagious disease from those who are healthy. As a mitigation measure, the community asks ill people to stay home.

**Non-Pharmaceutical Intervention (NPI).** A mitigation measure implemented to reduce the spread of an infectious disease (e.g., pandemic influenza) but one that does not include pharmaceutical products, such as vaccines and medicines. Examples include social distancing and infection control measures.

**Pandemic.** A global outbreak of a disease.

**Pandemic Influenza.** A global influenza outbreak. An influenza pandemic occurs when a new influenza A virus emerges for which there is little or no immunity in the human population, begins to cause serious illness, and then spreads easily person-to-person worldwide.

**Prophylactic.** A medical procedure or practice that prevents or protects against a disease or condition (e.g., vaccines, antibiotics, drugs).

**Quarantine.** The physical separation of healthy people who have been exposed to a contagious disease—for a period of time—from those who have not been exposed.

**Schools.** A general term that can refer to public and private elementary, middle, secondary, and post-secondary (colleges and universities) locations where students learn.

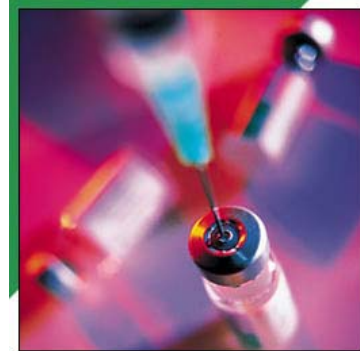
**School dismissal.** A community mitigation measure that involves dismissing children from schools, closing childcare facilities, and keeping kids and teens from gathering and mixing in the community.

**Seasonal Flu.** A contagious respiratory illness caused by influenza (flu) viruses that occur every year. It affects an average of 5 to 20 percent of the U.S. population by causing mild to severe illness, and in some instances can lead to death. Most people have some immunity, and a vaccine is usually available.

**Social Distancing.** A community mitigation measure to increase the space between people and decrease the frequency of contact among people. A community may impose limits on social (face-to-face) interaction to reduce exposure to and transmission of a contagious disease. These limitations could include, but are not limited to, closing locations and canceling events where people gather, such as theaters, places of worship, and sporting events, and allowing people to work at home or changing work schedules.

**Telework.** Refers to activity of working away from the usual workplace (often at home) through telecommunication or other remote access means (e.g., computer, telephone, cellular phone, fax machine).

**Vaccine.** An injection, usually of an innocuous (weak or killed) form of the virus that stimulates the production of antibodies by the immune system to help prevent or create resistance to an infection. Vaccines are usually given as a preventive measure. A preparation consisting of antigens of a disease-causing organism which, when introduced into the body, stimulates the production of specific antibodies or altered cells. This produces immunity to the disease-causing organism. The antigen in the preparation can be whole disease-causing organisms (killed or weakened) or parts of these organisms.



**Virus.** Any one of various simple submicroscopic parasites of plants, animals, and bacteria that often cause disease and that consist essentially of a core of RNA or DNA surrounded by a protein coat. Unable to replicate without a host cell, viruses are typically not considered living organisms.

**WHO.** World Health Organization, an agency of the United Nations established in 1948 to further international cooperation in improving health conditions.

Notes: