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AVIAN INFLUENZA: MEDIA ORIENTATION TRAINING NOTES

March 2006

This publication was produced for review by the United States Agency for International Development. It was prepared by the Academy for Educational Development



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AVIAN INFLUENZA: MEDIA ORIENTATION TRAINING NOTES

DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

INTRODUCTION

Avian influenza is receiving high media attention all over the world. However because it is a “new” disease there is much misinformation and subsequently misunderstanding about the virus and its nature. The health community is studying it and learning about the virus at the same time it is preparing responses and information for the public and for the specialists.

The media is an important ally in any public health situation. It serves the role of being a source of correct information as well as an advocate for correct health behaviors. But before the media can take on that role, it needs to understand the virus, the issues surrounding it, policy and practices, and finally, recommended correct behaviors.

As part of the U.S. Government’s response to avian influenza, the Academy for Educational Development has been tasked by USAID to work with local and international media to orient them to avian influenza – the science and the practice. Following our work with media in several countries, we have developed *Avian Influenza: Media Orientation Training Notes*. Based on evidence-based information and tested training notes, this document introduces avian influenza to local media to help them cover the story and understand the complexity of the virus and its impact.

May 2006

TABLE OF CONTENTS

Organizing a Workshop	1
Day 1: Session 1 Registration	2
Day 1: Session 2 Opening Ceremony.....	4
Day 1: Session 3 Introduction of Participants.....	5
Day 1: Session 4 Objectives of the Workshop	6
Day 1: Session 5 Importance of Journalists in the Prevention and Control of Avian Influenza	7
Day 1: Session 6 Orientation on Avian Influenza	9
Day 1: Session 7 Health Perspective – Avian Influenza in this Country.....	12
Day 1: Session 8 Preparation for the Poultry Farm Visits.....	18
Day 2: Session 1 Discussion and Feedback from Poultry Farms	20
Day 2: Session 2 Identifying Important Messages/Group Session	21
Day 2: Session 3 Helpful Hints for Reporting on Avian Influenza	24
Day 2: Session 4 News Reporting and Analysis Exercise	28
Day 2: Session 5 Wrap-Up	30
Sample Evaluation Form	31
Sample Certificate of Completion	32
Handout #1 PowerPoint Presentation on Avian Influenza (placeholder page)	33
Handout #2 National Strategic Plan on Avian Influenza (placeholder page)	34
Handout #3 Frequently Asked Questions.....	35
Handout #4 Key Facts about Avian Influenza (Bird Flu) and Avian Influenza A (H5N1) Virus	40
Handout #5 Updated List of Countries Affected by Avian Influenza (H5N1)	43
Handout #6 Prevention and Control of Bird-to-Human Transmission.....	44
Handout #7 Key Behaviors to Reduce the Risk of Contracting the Virus: Working with Poultry	47
Handout #8 Interview and Observation Sheet.....	48
Handout #9 Internet Resources for Covering Avian Influenza	48
Handout #10 Guidelines for Reporting on Risk	51
Handout #11 Avian Influenza Glossary of Terms	53

ORGANIZING A WORKSHOP

Notes to Trainers: Preparation is the key to success for any workshop. Below is a checklist to help you plan ahead for your media orientation on avian influenza.

CHECKLIST

AT LEAST TWO WEEKS BEFORE:

Recruit speakers

- Ask guest speakers to prepare a PowerPoint presentation or speaker notes and to provide you with a copy of it. Be sure to copy the presentation in hard copy for each participant.
- Make sure you invite at least one or two technical experts from the region to attend both days of the workshop. It is important to have technical expertise (in both human and animal health) on hand so that the journalists are able to ask technical questions and have their queries answered. They are also invaluable in clarifying issues and misconceptions that participants may have.
- Send out letters of confirmation and directions to the workshop site.

Identify Poultry Farms for Site Visits

- Arrange for poultry farm visits through the Provincial Department of Livestock and Fisheries – or the relevant Ministry in your country. Preferably, there should be at least one visit to a commercial farm and

one visit to a backyard or traditional mix poultry backyard farm.

- Send out letters of confirmation to poultry farm owners/managers.

Invite journalists to the session

- If possible, ask them to bring examples of articles they have written on avian influenza, or that have appeared in the publication (or news organization) with which they are affiliated. If they are radio or television journalists, ask them to bring transcripts or summaries of news reports they (or their news organization) have done on avian influenza.

AT LEAST ONE WEEK BEFORE:

Make copies of registration forms—three types depending on type of media, such as radio, TV or print (see page 3).

Make copies of all handouts

Prepare all flip charts with instructions and information, in the language of your participants.

- Write and post objectives for each session.
- Write and post the main points of

each session.

- Set up a “parking lot” for questions that do not get automatically answered but will be answered later.

THE NIGHT BEFORE:

Setup the workshop space/room.

AFTER THE TRAINING SESSION:

- Send thank you letters to guest speakers, co-facilitators and poultry farm owners.

Arrange for tea/coffee breaks, including preparation/serving, cups and utensils.

REGISTRATION

Time required:

30 minutes
(for example 7:30 – 8:00 a.m.)

Materials needed:

3 types of registration forms containing columns for name, organization, province, signature, contact phone number and email. (See sample on the following page.)

Objectives:

To document participation of journalists in the workshop

Note to Trainer:

There are three kinds of registration sheets. One each for print, radio or TV journalists. As they arrive at the training, ask participants to use the first 15 minutes of the morning to complete the registration form. Be sure to tell the participants to return all registration forms to you by the Opening Ceremony.

At the end of the day you will deliver the registration forms to the workshop sponsor/contact. The registration forms will be used for purposes such as keeping the journalists apprised of avian influenza bulletins, alerts, press conferences or in the case of an AI outbreak.

REGISTRATION FOR AVIAN INFLUENZA MEDIA ORIENTATION WORKSHOP

[NAME OR LOGO OF HOST ORGANIZATION]

REGISTRATION FOR AVIAN INFLUENZA MEDIA ORIENTATION WORKSHOP

Date: _____

Place: _____

Sponsor: _____

Name	Media Organization	Email	Telephone Number(s)
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			

OPENING CEREMONY

Time required:

15 minutes
(for example, 8:00 – 8:15 a.m.)

Materials needed:

Public address system, workshop banner, slightly elevated platform with podium, and tables and chairs for special guests. If a platform is not available, a podium and table and chairs will suffice.

Objectives:

To formally open the workshop.

Note to Trainer:

A formal opening to the workshop helps frame the importance of the day. If possible, recruit a special speaker such as a respected veterinarian, physician, epidemiologist, government official, or any other professional who works in the field of avian influenza. Having a special speaker participate in the opening ceremony sends the message to participants that the information they have gathered to hear is important, timely, and perhaps even life saving. A special speaker also shows participants that local, regional or provincial leadership cares about the issues at hand.

You, as the trainer/facilitator, will be responsible for learning the background and expertise of the guest speaker so

that you can introduce them and say something to the group about them. It's your job to make the guest speaker feel respected, welcome and comfortable.

Trainer states out loud:

Good morning everyone. Welcome to the Avian Influenza Media Orientation. I'd like to ask you all to take your seats so we can get started. Thank you. Before we begin, I would like to welcome [designated official or expert], who will officially welcome you to this workshop.

Note to Trainer:

If there is no official speaker to welcome the group, the facilitator can do this. The "guest speaker" can also be one of the technical experts in animal or human health who is present.

INTRODUCTION OF PARTICIPANTS

Time required:

30 minutes
(for example, 8:15 – 8:45 a.m.)

Materials needed:

PA system, instructions written on flip chart paper explaining to participants what to say about themselves when making introductions.

Objectives:

To welcome the participants to the workshop, and to provide workshop participants with the opportunity to meet and greet each other.

Note to Trainer:

Remember that your flip chart instructions and pertinent information should be prepared well in advance of the workshop. Stand next to the instructions on the flip chart and say,

Trainer states out loud:

My name is _____ and I'm from (organization, province, job, personal fact) and I'm conducting this workshop today because _____.

Now that you know who I am, you should also get to know each other a bit better, since you'll be spending the next two days together. To get through the introductions as efficiently as possible, I'd like for each of you to share the following

with us: your name, the name of your organization and location (hometown, district, province), the position or job you hold in your organization, and the reason you registered for this workshop. Let's begin here on my left/right with you, and we'll go around the room.

Note to Trainer:

As the participants introduce themselves jot down the information that they give. This will help you get to know them more quickly and will help you understand their motivations for attending the workshop. This will help you fine tune or focus the points that need to be made over the next couple of days. Make sure that the technical experts present also introduce themselves, if they have not done so previously. You only have 30 minutes to finish introductions; do not let anyone's introduction get too lengthy.

Trainer states out loud:

Thank you for those great introductions. It's nice to meet all of you. Now that we've finished our introductions, let's move on to the workshop objectives.

OBJECTIVES OF THE WORKSHOP

Time required:

15 minutes
(for example 8:45 – 9:00 a.m.)

Materials needed:

PA system, flip chart paper of the objectives in the language of the participants.

Trainer states out loud:

You'll see here that I've posted the objective of the workshop here on the flip chart. May I ask for a volunteer to read it aloud?

Participant states out loud:

The main objective to this workshop is to provide evidence-based data and information on avian influenza so that journalists and other participants are better prepared when covering avian influenza. This will include key behaviors that all people should know about dealing with poultry, and a few sample story suggestions.

Trainer states out loud:

Thank you for reading that. Do any of you have any questions about our plan for the day?

Note to Trainer

Address any concern that is raised. Also, this would be a good place to ask them about what motivated them to come to the workshop in the first place. Make sure that the objectives include their original motivations as much as possible. This is also a good time to emphasize the importance of staying on task, showing up on time after each break and for the session tomorrow morning. Remember, it's your job as the trainer to keep things moving.

IMPORTANCE OF JOURNALISTS IN THE PREVENTION AND CONTROL OF AVIAN INFLUENZA

Time required:

30 minutes
(for example 9:00 – 9:30 a.m.)

Materials needed:

PA system, flip chart paper.

Trainer states out loud:

Before we begin talking about what we know – or don't know – about avian influenza, I would like to mention why it is so important for journalists to be educated on avian influenza and their importance in the process of preventing and containing this virus. What are some of the reasons why you think accurate, up-to-date reporting by journalists is essential to controlling this disease?

Note to Trainer:

Look for responses such as: Public health officials rely on the media to get their messages out before, during and after an outbreak; media reporting establishes public confidence in the ability of governments to address an outbreak; media coverage promotes an understanding of the relevant issues or actions of the government; journalists can clarify any confusing issues and dispel myths and misconceptions; and that journalists can outline key preventive behaviors.

Trainer states out loud:

Now that we have discussed how crucial you in the media are to controlling the spread of avian influenza, let's talk about what you already know about avian influenza, especially because you are the ones who be clarifying information and dispelling myths or misconceptions about the disease. We are fortunate to have animal and human health experts here in this workshop with us, and they can help to clarify any avian influenza-related questions. What types of erroneous information have you encountered in your reporting or information gathering on avian influenza so far?

Note to Trainer:

Look for responses such as: avian influenza can be spread from person to person like seasonal influenza (not proven to be true); poultry will obviously look sick if they have avian influenza (not true); only chickens and ducks (not wild birds) can get avian influenza (not true); and avian influenza will definitely mutate into a pandemic strain that will be transmitted to humans around the world (not yet found to be true).

Refer to the animal and human health experts to respond to incorrect information or statements that might be

IMPORTANCE OF JOURNALISTS IN THE PREVENTION AND CONTROL OF AVIAN INFLUENZA

misleading, as well as to respond to questions that you cannot answer.

Trainer States Out Loud:

Well, it seems like we have all heard quite a bit of misleading information about avian influenza, which makes it all the more important for journalists to convey accurate, clear information to their audiences. To reinforce some information that you already know, and hopefully to teach you a few new things, we will be providing you with a brief Orientation on Avian Influenza. Our technical expert [mention name] will be providing this overview. But before that, let's break for a short tea/coffee break. Let's be back in our seats in 15 minutes.

Note to Trainer:

Be sure to call time in exactly 15 minutes. This will let participants know early on in the workshop that you stick to the allotted time. It sets the norm for timeliness.

ORIENTATION ON AVIAN INFLUENZA

Time required:

1 Hour
(for example, 9:45 – 10:45 a.m.)

Materials needed:

PA system, flip chart paper of the objectives in the language of the participants, computer and LCD projector if a PowerPoint presentation will be made, protective gear (e.g., suit, mask, gloves, and boots) for display and demonstration, flip chart paper with the following information spelled out:

- What is Avian Influenza?
- Update on Avian Influenza (in the specific country where the workshop is being held).
- Regional Update on Avian Influenza
- Global Update on Avian Influenza
- Overview of the National Avian Influenza Strategic Plan (based on the country where the workshop is being held.) – OPTIONAL.

Participant Handouts Needed:

Handout #1 -- PowerPoint presentation on avian influenza provided in hard copy if a speaker is presenting

Handout #2 -- National Strategic Plan on Avian Influenza for the particular country (if available)

Handout #3 -- Most Frequently Asked Questions about Avian Influenza

Handout #4 -- CDC's Key Facts about Avian Influenza (Bird Flu) and Avian Influenza A (H5N1) Virus

Handout #5 -- Updated List of Countries Affected by Avian Influenza

Note to Trainer:

If you are in a province or region with a Ministry of Agriculture, Forestry and Fisheries (MAFF), Department of Animal Health (DAH), or Ministry of Health (MOH), you may want to invite them to be a guest speaker for this session. Ask the guest speaker to prepare an interactive lecture or PowerPoint presentation on avian influenza. Other speakers that could help with this section include local epidemiologists or representatives from the National Animal Health Center. If these resources do not exist in your area, the Trainer should prepare to present this session.

Trainer states out loud:

You'll see that I've posted the objectives of the workshop here on the flip chart. May I ask for a volunteer to read them out loud?

ORIENTATION ON AVIAN INFLUENZA

Participant states out loud:

The four objectives of this session are to:

- 1. Provide information on avian influenza.*
- 2. Familiarize the participants with the technical aspect of avian influenza.*
- 3. Familiarize participants with the National Avian Influenza Strategic Plan and explain the role of the Ministry of Agriculture, Forestry and Fisheries in that plan – OPTIONAL.*
- 4. Share experiences and discuss avian influenza and related issues.*

Trainer states out loud:

Thank you for reading the objectives for this session. Do any of you have any questions or concerns about any of them?

Note to Trainer:

Address any concerns raised, and then begin. This section should not take more than 10 minutes.

Trainer states out loud:

Now one of our technical experts will provide a few key facts about avian influenza. As we go through this information, you should feel free to follow along in Handout #3, Frequently Asked Questions on Avian Influenza, and Handout #4, Key Facts About Avian Influenza (Bird Flu) and Avian Influenza A (H5N1) Virus.

Note to Trainer:

The official who is presenting (or the facilitator, if there is no official speaker) should address the following pieces of information:

- How the virus occurs and how wild birds have served as vectors, and what types of animals have fallen ill from avian influenza.
- How the virus has been found to be transmitted from animal to animal (e.g., through ingestion or inhalation of fecal droppings or excretions from the eyes, nose and mouth of infected birds) and how the virus has been found to be transmitted from flock to flock (e.g., by humans bringing manure, equipment, vehicles, egg flats, crates, and people whose clothing or shoes have come in contact with the virus).

ORIENTATION ON AVIAN INFLUENZA

- Common ways to contain the spread of the virus (culling, proper disposal of carcasses, disinfection of farms, vaccination, and cooking poultry meat and eggs thoroughly).

Trainer states out loud:

Do any of you have any questions or comments before we move on?

Note to Trainer:

Address any concerns or comments, then proceed.

Trainer states out loud:

The next section (or presenter) will give us a regional update on avian influenza.

Note to Trainer:

If there is not a presenter, you will be responsible for gathering specific regional information on avian influenza for this section of the presentation. Present the information or introduce the speaker. This section should not take more than 10 minutes.

Trainer states out loud:

The next section (or presenter) will give us a global update on avian influenza.

Note to Trainer:

If there is not a presenter, you will be responsible for gathering up-to-date information on avian influenza for this

section of the presentation. Present the information or introduce the speaker. This section should not take more than 10 minutes.

Trainer states out loud:

Now that you have had an overview on avian influenza and you've heard regional and global updates, I'd like to open the workshop up to a group discussion. As we discuss avian influenza, feel free to ask questions, share your views, and share with all of us any sources of information on AI that you feel would be helpful to fellow journalists.

Note to Trainer:

The purpose to this discussion is to allow the group to interact with the trainer and one another. To stay on schedule, do not take more than 20-30 minutes to have this open discussion.

Call time when the whole hour is up!

Trainer states out loud:

Thanks to everyone for your participation. To stay on schedule I'm going to ask that we move on to the next section. Now that we've heard a lot about avian influenza, especially as it relates to wild birds and domestic birds, let's take some time to talk about the risks of avian influenza to humans.

HEALTH PERSPECTIVE—AVIAN INFLUENZA IN THIS COUNTRY

Time required:

1 Hour
(for example, 10:45 – 11:45 a.m.)

Materials needed:

PA system, flip chart paper with the objectives listed in the language of the participants.

Participant Handouts Needed:

Handout # 6 -- Prevention and Control of Animal-to-Animal and Animal-to-Human Transmission

Handout #7 -- Key Behaviors to Reduce the Risk of Contracting the Virus: Working with Poultry

Trainer states out loud:

You'll see that I've posted the objectives of the workshop here on the flip chart. May I ask for a volunteer to read them out loud?

Participant states out loud:

The five objectives of this session are to:

- 1. Orient the participants on the risks of avian influenza to humans*
- 2. Explain why everyone should be aware of the H5N1 avian influenza virus and how to prevent it*
- 3. Familiarize the participants on the socio-economic impact of avian influenza*
- 4. Explain the risks of avian influenza when it reaches the pandemic stage*
- 5. Share experiences, discuss avian influenza and related issues*

Trainer states out loud:

Thank you for reading the objectives for this session. Do any of you have any questions or concerns about any of them?

Note to Trainer:

Address any concerns that are raised, and then begin.

HEALTH PERSPECTIVE—AVIAN INFLUENZA IN THIS COUNTRY

Trainer states out loud:

We all have probably heard that avian influenza can spread to humans, and has the potential to make people very sick or even kill them. There are no confirmed cases of humans spreading the disease to other humans, but the health experts are watching the virus and its method of spreading closely. The easiest way to avoid getting avian influenza is to avoid touching poultry or their droppings, washing hands with ash or soap and water immediately before and after touching poultry, and cooking poultry and eggs thoroughly before eating. You'll see on your Handout #6 that there are basic precautions that everyone should practice to reduce their risk of exposure to avian influenza. I need volunteers to read these out loud. Who would like to read these messages aloud?

Note to Trainer:

Call on volunteers until all have been read.

Participant reads out loud:

1. Practice overall good hygiene.

This means:

- Wash hands with soap and water or ash before and after handling chicken, eggs and other poultry products.
- Wear a mask or cover your nose and mouth with cloth when cleaning or sweeping your farmyard.

- Use other protective equipment if you have close contact with poultry or other birds.
 - If practical, change your clothing once you arrive at the workplace – especially if you have poultry in your backyard or come in contact with poultry on your way to work.
2. Avoid close contact with birds. This means:
- Do not sleep near poultry.
 - Do not keep birds as pets.
 - Do not let poultry in your house.
3. If you come across any dead or sick birds do not touch them. Other things to remember are to:
- Report sick or dead birds immediately to the authorities.
 - All kinds of birds can get avian influenza – chickens, ducks, geese, quails, turkeys, pigeons, wild birds and even pet birds.
 - Some birds such as ducks can be infected even when they don't look sick.
 - If you become sick after contact with dead or sick birds, seek immediate medical attention.

HEALTH PERSPECTIVE—AVIAN INFLUENZA IN THIS COUNTRY

Trainer states out loud:

For farmers or those that have contact with poultry or other birds in their yard, at work, or in their community, there are many ways to help keep avian influenza away from themselves and their family. In addition to the basic precautions that we mentioned above, your handout covers additional ways that farmers and those working in the poultry industry can guard against avian influenza. Can I get volunteers to read some of these?

Participant states out loud:

- 1. Regularly clean the areas where poultry are kept. This includes:*
 - Clean or sweep feces and unconsumed feed from the yard every day. Wear a mask while sweeping the farmyard.*
 - Burn or bury feathers and other waste away from the farmyard. Bury waste deep and with lime so that scavengers do not dig it up.*
 - Allow manure to decompose for several weeks to allow any virus to die before using it as fertilizer.*
 - Clean small farm equipment daily, ideally with soap and water or detergent.*
- 2. Don't bring contamination from other poultry farms or markets. This means:*
 - Make sure you brush or wash off your shoes and the wheels of your bicycle/motorcycle if you visit farms or poultry markets so you don't carry the*

virus home on your clothing or shoes.

- Do not buy or accept any animals, eggs, or manure from other farms.*
- 3. Protect yourself and your family. This means:*
 - Keep children away from birds and collecting eggs if possible – this includes pet birds if they are not exclusively kept indoors.*
 - Do not sleep with birds or keep them as pets.*
 - Make sure you and your family always washes and brushes your shoes and sandals when leaving the farmyard – and especially before going indoors.*
 - 4. If you come across any dead or sick birds, do not touch them. You should:*
 - Contact the proper authorities in your area immediately.*
 - Dead birds should not be thrown in a river, pond or other body of water.*
 - Dead birds should be placed in a bag or other container away from other animals until the authorities can inspect the situation. Always wear gloves or put plastic bags over your hands when touching the birds.*
 - If you see one or more birds that look sick, don't leave them in the yard. Take them out of the flock and place them in a closed cage. Then contact an animal health worker (or other authorities) immediately.*

HEALTH PERSPECTIVE—AVIAN INFLUENZA IN THIS COUNTRY

Trainer states out loud:

Thanks to all of you for helping with the precautions list. In addition to farmers and those working in the poultry industry, cullers —those that dispose of the sick birds — are at risk of being exposed to avian influenza if certain precautions aren't taken.

Workers involved in culling operations should do the following:

- Because of the high risk of exposure during the culling process, workers who might be exposed to infected poultry should wear proper personal protective equipment such as protective clothing, masks and goggles/eye protection.
- Cullers should follow a decontamination procedure when taking off their protective equipment.
- Workers involved in mass culling operations, transportation and burial/incineration of carcasses should be vaccinated with the current influenza vaccine (to avoid co-infection with avian and human strains of influenza).
- Individuals exposed to infected poultry or farms should be monitored closely by local health authorities.
- Thoroughly clean and disinfect equipment and vehicles (including tires and undercarriage) entering and leaving the farm.
- Do not loan or borrow equipment or vehicles from other farms

Trainer states out loud:

Now that we have a better understanding of the risks of avian influenza to farmers, poultry workers and cullers, let's take a few minutes to talk about why everyone should be concerned about the H5N1 virus.

Let me start by asking you, "Why do you think we should all be concerned about the H5N1 bird flu virus?"

Note to trainer:

Listen for and post answers on the flip chart like:

- It's very serious.
- It's highly contagious
- It has infected some people.
- It has had a severe impact on the economies of families, villages, and communities.
- It could spread around the world.
- It could mutate and spread from person to person.

Note to trainer:

As long as none of the answers is extremely outrageous, there are no right or wrong answers. It's important to acknowledge the list that was generated and then move into the facts. Consult with the technical experts present if you are unsure how to answer a question.

HEALTH PERSPECTIVE—AVIAN INFLUENZA IN THIS COUNTRY

Trainer states out loud:

You came up with some great responses to my question. The short answer to why we should be concerned about the H5N1 avian influenza virus is because it has infected and killed humans. To date, risk to humans has been limited to people who have had contact with infected poultry or contaminated surfaces. Most of these human cases have occurred in rural or suburban areas where households keep small poultry flocks.

We have already gone through the key behaviors people who come in close contact with poultry can adopt to reduce the risk of contacting the virus. They are listed in Handout #6 if you want to refer back to them.

Over the past year or two, there has been renewed concern about H5N1 avian influenza because it marked the first time that so many countries were affected at the same time by this virus. The animal and human health experts' concern is that the virus has the potential to cross the species barrier and infect humans. Scientists are closely monitoring the virus to see if it will mutate, making it easier to spread from human to human.

Of course with all of the discussion about the virus crossing species, there are ongoing discussions about vaccines and treat-

ments. There is information on this in Handout #3, Frequently Asked Questions, as well as in Handout #4— Key Facts About Avian Influenza. It's also important to know the symptoms of avian influenza, which are similar to those of other forms of influenza, including fever, sore throat, cough, headache and muscle aches and pains. These symptoms may vary in severity. Keep in mind that people get respiratory infections quite regularly, and that the chances that symptoms are from avian influenza are extremely low.

Of course we're all concerned about the global discussions occurring about the possibility of an influenza pandemic. Though it's on our minds, it's not likely. It's important to understand that there are several critical steps that must occur before a human pandemic can happen. These critical steps include:

- *a new influenza virus subtype emerges;*
- *it infects humans, causing serious illness; and*
- *it spreads easily and sustainably among humans.*

The H5N1 virus has met the first two criteria, but it has not yet efficiently and sustainably infected humans. The risk that the H5N1 virus will acquire this ability remains as long as there are opportunities for human infection; however, control measures that are being undertaken worldwide con-

HEALTH PERSPECTIVE—AVIAN INFLUENZA IN THIS COUNTRY

tinue to minimize these risks.

It is important to note that a pandemic can be averted. That is why so much attention by governments and the health professionals is being placed on how to prevent and control the virus. The first priority is to reduce opportunities for human exposure to infected or potentially-infected poultry.

Before we conclude this session, I'd like to quickly touch on the economic impact of avian influenza. According to the World Bank, so far, the costs incurred have been mostly related to the death of poultry from the disease itself, the culling of poultry to stem its spread, and the costs to governments of containing the epidemic in terms of equipment, materials, transport and personnel. In Vietnam, for example, about 44 million birds, or 17 percent of the total population of poultry, were culled at an estimated cost of US\$120 million (0.3 percent of GDP). The costs would have been substantially higher if there had been a serious impact on tourism, where an estimated 5 percent drop in tourist and business arrivals would reduce GDP by an additional 0.4 percent. The impact on the poultry sector and associated input and distribution channels has been severe, however. An FAO survey indicated that in the most seriously affected parts of Indonesia,

more than 20 percent of permanent industrial and commercial farm workers lost their jobs. The FAO also estimates that between one-third and one-half of the populations in the most affected Southeast Asian nations derive at least some of their income from poultry production.

Now that you have had an overview of the various issues involved in avian influenza, I'd like to open the workshop up to questions.

Note to trainer:

Allow time for questions and additional discussion, and take advantage of the animal and human health experts present to help answer questions.

Trainer states out loud:

We will now take a break to have some lunch. After lunch we will be visiting poultry farms so you can get a first-hand view of how local farmers function and how they are addressing the issue of avian influenza. We will talk again in one hour.

Note to trainer:

Make sure to provide any additional logistical information, such as where they should go to eat lunch, and what time they should return to the session room to prepare to leave for the farm visits.

PREPARATION FOR THE POULTRY FARM VISITS

Time needed:

15 minutes (for example, 12:45-1:00)

Trainer states the following:

We're getting ready now to visit poultry farms. You'll see here that I've posted important information about our trip. Let's go over the objectives of the trip first, and then some of the details about the trip.

Note to trainer:

You will need to have the following information posted on the flip chart. Review the information with the participants.

Objectives of Farm Visits

1. To expose participants to commercial and backyard chicken farming.
2. To learn about situations of poultry farming.
3. To allow participants to learn on site about practices that may or may not contribute to avian influenza outbreak.
4. To give the participants the chance to relate avian influenza issues with actual poultry farming.
5. To provide the journalists the opportunity to gather materials or

interviewees they can report on (publish/broadcast).

Details of Farm Visits

- Time of departure
- Drinking water will be supplied
- Latex gloves will be supplied
- Types of poultry farms – we'll be visiting both commercial chicken farms and backyard farms.
- What is to be expected — We will be meeting the farmers; finding out how much they know about avian influenza (e.g., are they aware of it, have they been trained on how to prevent/contain it); observe how poultry is housed (e.g., pens, fences, cages, range free vs. cooped); do they buy chicks and from where; are ducks and chickens co-mingled; and so forth.
- Rules for the visits — Remember, in most cases you are visiting a person's home; be respectful. Do not touch the poultry or any equipment unless you first ask or are invited.
- Facilitators, organizers and technical experts from MAF will accompany you during the visits.

Participant Handouts Needed: Handout #8

PREPARATION FOR THE POULTRY FARM VISITS

Trainer states out loud:

Do you have any questions about the site visits? Okay. On these visits to poultry farms you'll have the opportunity to interview poultry owners. You should plan on finding out the following: the owners' knowledge on avian influenza, and the owners' attitudes and practices in poultry handling and farming.

You'll also be doing a lot of observation on the chicken/poultry farm. Try to observe:

- *The movements of people handling chickens around the farm.*
- *The general situation where chickens/ducks are raised – for example, movements of chickens (are they roaming? Or cooped?), whether hygiene is maintained (no sign of droppings or feces), placement of other animals on the farm (no nearby pigs or other animals), etc.*
- *Any other details, especially surprising observations or findings.*

You can use Handout #8 as a reference or to take notes on. Okay, let's get going.

Note to trainer:

A sufficient amount of time should be allowed for site visits. Four hours is typical.

Notes to Trainer/Organizer for the Site Visit Session:

Arrange visits to poultry farms through the Provincial Department of Livestock and Fisheries

Travel to pre-arranged farms. Options include:

- Commercial chicken farm
- Traditional mix-poultry backyard farm
- Commercial or backyard farm affected by avian influenza
- Semi-commercial farms
- Mixed animal backyard farms (e.g., chicken/fish/cows)

DISCUSSION AND FEEDBACK FROM POULTRY FARMS

Time needed:

1 Hour (for example, 8:00 – 9:00 a.m.)

Materials needed

Flip chart, PA system, writing utensils.

Objectives:

To find out the information the participants gathered from the poultry farms, and to provide a forum for the participants to share their findings.

Note to trainer:

Prior to the session, prepare flip charts with the following questions to serve as a basis for giving feedback:

- Whom did you interview and what did you find out in your interviews?
- Where there many differences that you observed between the different types of farms (for example, the commercial farms Sector 3, as compared to the backyard farms Sector 4)?
- What new or surprising things did you learn from the visits?
- Do any of you have stories planned based on the visits and interviews? If so, what are they, and how do you plan to “sell” this story to your editors?

Trainer states out loud:

Good morning, everyone. Welcome to the second day of our training. This morning we will be talking about your visits to the poultry farms yesterday. On the flip chart, I have written a few questions to get you started talking about your experiences. Who wants to start and tell us if there was anything you observed or discovered in interviews that surprised you?

Note to trainer:

Call on participants who volunteer to share their observations, and allow the technical health experts to respond to questions or clarify issues, as needed.

IDENTIFYING IMPORTANT MESSAGES/GROUP SESSION

Materials needed

PA system, flip charts, writing utensils.

Time Required

2 Hours

(for example, 9:00 a.m. – 11:00 a.m.)

Objectives:

To take observations and lessons learned and figure out how to creatively relay information about avian influenza; to reinforce lessons about avian influenza; and to provide a forum for participants to think critically on the different states of avian influenza.

Note to trainer:

Participants will be divided into three groups and the members of each group will address one of three assigned topics:

Topic 1: If the animals are healthy, what are the most important (or practical) messages you would tell the poultry farmers and the general public to prevent an avian influenza epidemic?

Topic 2: If there has been an outbreak nearby, what are the most important (or practical) messages you would tell poultry farmers and the general public to health control the avian influenza epidemic?

Topic 3:

If people are sick due to avian influenza, what are the most important (or practical) messages you would tell poultry farmers and the general public? What do you see as your role as journalists in conducting an emergency response to avian influenza?

Prior to the session, prepare flip charts with the three topics mentioned above written on them. Members of each group will discuss their assigned topic, using their acquired knowledge from the poultry visits and previous sessions, and decide how to creatively convey the information. Each group should choose a group leader, another person to write up the outcome of their discussion, and a third person to present results to the whole group afterward. Participants will have 20 minutes to discuss their assigned topic and another 10 minutes to write down their collective response.

Trainer States Out Loud:

Now we're going to go deeper into what you observed yesterday and figure out what the important messages would be to convey to these audiences. We're first going to separate into three groups – let's count off 1, 2, 3 and then separate into three groups, with all 1's sitting [note

IDENTIFYING IMPORTANT MESSAGES/GROUP SESSION

a location], all 2's sitting [note a location] and all 3's sitting [note a location].

The first group will discuss Topic 1 – If the animals are healthy, what are the most important messages you would tell the poultry farmers and the general public to prevent an avian influenza epidemic? How would you communicate these messages? The second group will discuss Topic 2 – If there has been an outbreak nearby, what are the most important messages you would tell poultry farmers and the general public to health control the avian influenza epidemic? How would you communicate these messages? And the third group will discuss Topic 3 – If people are sick due to avian influenza, what are the most important messages you would tell poultry farmers and the general public? How would you communicate these messages? What is your role as journalists in conducting an emergency response to avian influenza?

I would recommend that you have two separate discussions, or at least two separate sets of recommendations on farmers and the general public. By the “general public,” I mean everyone including the sellers in the markets, distributors of chickens and eggs, and regular consumers. You might also want to keep in mind when discussing these issues whether there are behaviors or messages

that would be different based on the animal type you saw (such as chicken, duck, or mixed) or the type of farm you visited (such as commercial, backyard, or semi-commercial/mixed).

In about a half hour, you will present your discussion findings to the whole group. You should probably take about 20 minutes to discuss your assigned question, and then take the following 10 minutes after that to take notes on the points you would like to present to the larger group. You might want to assign a person to take notes on the flip chart, and another person to agree to give the presentation to the whole group. Each group will have 15 minutes to present their opinions to the larger group. I would like to remind you that our technical experts are available to respond to questions and clarify issues you may have. Feel free to use any of the workshop handouts for additional information.

Okay, let's separate into our three groups.

Note to trainer:

Keep close track of time. Make an announcement to all three groups when 20 minutes has elapsed, telling them that they should be finishing up discussions and beginning to put together and write down their thoughts for presentation. At the end of the next

IDENTIFYING IMPORTANT MESSAGES/GROUP SESSION

10 minutes, tell the group that they should finish their note-taking and prepare for presenting to the larger group.

Trainer States Out Loud:

Okay, your time is up. Hopefully, you have had a good opportunity to discuss your assigned topic and put together some creative ways to relay information about avian influenza. Earlier, I had asked you to select one person from your group to give the presentation to the larger group. Let's first hear the presentation from the first group, which discussed Topic 1. Each of the groups will have 15 minutes to present your discussion results.

Note to trainer:

Keep track of the presentations and make sure that no one exceeds the 15-minute time period. After the first presentation, move to the second group, and then to the third group. It might be helpful to write down notes on the findings to better stimulate any discussions that follow, as well as to mention during wrap-up at the end of the day.

Trainer States Out Loud:

Thanks to all of you for your very thoughtful observations and commentary on your farm visits yesterday. I hope that the first-hand experience with the farmers has helped you get a better idea of the situation they are facing, and that this

will help to better inform and enhance your coverage of avian influenza. I wanted to highlight a few interesting comments made during your presentations, and perhaps have our technical experts comment on some of your observations.

Note to trainer:

Here you can mention a few of the interesting observations you took down in your notes during the presentations, and/or bring up questions that arose during the presentations and have them clarified by the technical experts. Do not take more than 10-15 minutes on this discussion.

Trainer States Out Loud:

Do any of you have any additional questions or concerns, or any new points that you would like to make?

Note to trainer:

Address any question or concern that is raised, and then move on.

Trainer States Out Loud:

Okay, if there are no more questions or comments, let's take a quick tea/coffee break. Let's be back in our seats in 15 minutes.

Note to trainer:

Be sure to call time in exactly 15 minutes.

HELPFUL HINTS FOR REPORTING ON AVIAN INFLUENZA

Materials needed

Flip chart, writing utensil, PA system.

Time Required

45 minutes
(for example, 11:15 a.m. – 12:00 p.m.)

Objectives:

To discuss the issues involved in covering the avian influenza story.

Note to trainer:

Prior to this session, write the following guidelines for reporting on avian influenza on the flip chart:

1. Get the most updated and accurate information.
2. Build a contacts data base.
3. Try not to be drawn into the “color” of the situation at the expense of reporting the facts.
4. Localize the information.
5. Keep the long-term picture in mind.
6. Fight too-low or too-high perception of risk.
7. Protect yourself.

You may want to keep this page covered by another page of the flip chart so as not to distract the attendees from the discussion at hand.

Participant Handouts Needed

Handout #9

Handout #10

Trainer States Out Loud:

Okay, let's get settled back in and talk about some helpful hints on reporting on avian influenza. As I am sure many of you have realized, there are several unique issues involved in covering the avian influenza story for your media outlet. As we mentioned yesterday, journalists play a key role in helping to prevent and control the spread of avian influenza by getting the right messages and information out.

This is not always easy, however. There are several issues that come up when covering influenza. A few I can think of are that editors are people, and they have their own perceptions about the risk of avian influenza and how it should be covered. Another obstacle is finding a way to explain a very complex subject in a very small amount of space. Or trying to make a global issue relevant to your local audiences. What are some other issues or obstacles that you have encountered in trying to report on avian influenza?

Note to trainer:

Look for responses such as: lack of information or confirmation of facts from government or other officials; not enough time to gather the appropriate information to provide context for the story; being lured away from the real story by more colorful reports.

HELPFUL HINTS FOR REPORTING ON AVIAN INFLUENZA

Mention these factors if they are not brought up by the attendees.

Trainer States Out Loud:

Those are problems that we are all facing. But the question everyone is asking is: what do we do about it? Well, each situation is different, each outbreak will be different, each country or region will be different, and so forth. But there are a few guidelines that we can use regardless of the situation. Here are some of them – I have written some of them on the board – and you might think of a few more to add to the list. Would one of you volunteer to read the first point?

Note to trainer:

Allow a different participant to read each of the seven points written on the flip chart as you go down the list. You can speak the rest of the supporting information after each point.

Participant States Out Loud:

1. Get the most updated and accurate information.

Trainer States Out Loud:

Thank you. This is obvious, but it is not always easy if your usual sources are not being forthcoming or lack information. Remember, the situation with an influenza outbreak can change rapidly, but the uncertainty of all this is what makes it both frightening and fascinating. Officials, doctors, and scientists might honestly be giving you differing information from day to day. That is why it is important to have a backup resource that you can turn to for information, such as international websites from expert agencies like the WHO, USAID, USDA, or CDC. We have listed some Internet resources that may help you in obtaining accurate, up-to-date information; this is in Handout #9.

Participant States Out Loud:

2. Build a contacts data base.

Trainer States Out Loud:

Thank you. This is somewhat related to our first point about obtaining updated and accurate information, but every reporter who thinks he or she might be covering this story should make contacts now with the health officials you believe can provide you with reliable information. You do not want to be searching for sources during an ongoing outbreak.

HELPFUL HINTS FOR REPORTING ON AVIAN INFLUENZA

Participant States Out Loud:

3. Try not to be drawn into the “color” of the situation, especially not at the expense of reporting the facts.

Trainer States Out Loud:

Thank you. This can be difficult with avian influenza, because it has many colorful angles. However, it is important to focus on the journalistic back story. Make sure people understand the basics up-front.

Participant States Out Loud:

4. Localize the information.

Trainer States Out Loud:

Thank you. This is another obvious point, but you need to ask what does avian influenza mean in the town where you live, or in your region? What has the impact been of government policies related to avian influenza on farmers, on business, or on the general public? A local angle helps to personalize much of the cold, complex scientific information that your readers will likely not understand. Local interest also cuts through all of the other news reports on avian and influenza that are so widespread in the global media, and gets your particular audience to focus on the issue.

Participant States Out Loud:

5. Keep the long-term picture in mind.

Trainer States Out Loud:

Thank you. Although an outbreak situation is very fast-moving, and relies on accurate reporting in a crisis environment, it is important to gather information throughout the process – whether it is documents, film footage, or possible interviewees. You may need to return to these resources again and again, so do not assume that you will report on a crisis and then leave it behind to pursue a more exciting story once an outbreak is seemingly contained. Avian influenza has shown itself to be a long-term proposition, with lasting repercussions in the areas it has been detected – economically, politically, and epidemiologically.

Participant States Out Loud:

6. Fight too-low or too-high perception of risk.

HELPFUL HINTS FOR REPORTING ON AVIAN INFLUENZA

Trainer States Out Loud:

Thank you. Perception of risk is something that has confused risk communicators for a long time. People often do not take warnings or preventive health messages seriously if they do not perceive that they, personally, or their children, are at risk. For example, if an outbreak has been reported at a farm in another region, people will not likely be worried about undertaking preventive behaviors if they keep a few chickens in the backyard and are hundreds of kilometers away from the reported outbreak. We put together a primer, Handout #10, that provides some helpful advice on how to cover risk responsibly.

Participant States Out Loud:

7. Protect yourself.

Trainer States Out Loud:

Thank you. As part of reporting on avian influenza, you will want to take precautions – as we did during our farm visits yesterday – to ensure that you do not become ill or transmit disease unknowingly. This means washing your hands after being in contact with any farm equipment or animals, washing off shoes and clothing after visiting a farm, and wearing gloves or a mask if you are in direct contact with poultry. In this way, you can also send a powerful message to the community that they should protect themselves.

Do any of you have any additional pointers that might be helpful to share with your colleagues? Or does anyone have any questions or concerns about any of our main points?

Note to trainer:

Address any question or concern that is raised, and then move on.

Trainer States Out Loud:

If there are no further comments, then we can go to our lunch break. Please return to this location in one hour. Thank you.

Note to trainer:

Provide workshop attendees with information on where lunch can be obtained, and the exact time you expect them back at their seats. Lunch should take one hour.

NEWS REPORTING AND ANALYSIS EXERCISE

Materials needed

PA system, news articles on avian influenza

Time Required

1 Hour, 30 minutes
(for example 1:00 p.m. – 2:30 p.m.)

Objectives:

To apply the lessons learned from the workshop to develop or critique actual news reports on avian influenza.

Trainer States Out Loud:

So now it is time to use all that you have learned to analyze or critique, if you will, articles or broadcast news reports that have already been developed by yourself or by your news organization. I believe that we told you to bring to this workshop some samples of news reports, or transcripts or summaries of news broadcasts, that you or your organization has issued related to avian influenza. What we'd like you to do is take out the copy of the news report that you brought with you – or a summary of your broadcast on avian influenza – and pass it to the person seated closest to you on your left. I will give you 15 minutes to review the news report and determine whether it has accurately conveyed information related to avian influenza, and if possible, make some suggestions about how to improve it. We will then have each of you make a few key points about the positive and the negative aspects of the news report's coverage of avian influenza. Our technical experts will be available to answer any questions you may have along the way.

Okay, let's get started. You have 15 minutes to review and think about your news reports.

Note to trainer:

Obtain copies of news articles or transcripts of TV or radio broadcasts on

NEWS REPORTING AND ANALYSIS EXERCISE

avian influenza for individuals who did not bring samples from their news organization. Make sure to watch the time so that article reviews do not last longer than 15 minutes. After the 15 minutes, ask for volunteers to discuss their observations of the pros and cons of the article or broadcast summary they reviewed.

Probe for issues such as: accurate information, good use of quotes from knowledgeable officials, or incorporating a local angle.

Trainer States Out Loud:

Well, it seems like most of you are on the right track with regard to what goes into a good news report on avian influenza. Some of you mentioned earlier that you had story ideas you are thinking of pursuing in the near future. Have any of these news articles sparked an idea for a future story among some of the rest of you?

Note to trainer:

Look for new volunteers to discuss their story ideas. It might be helpful to compile a list of story ideas that can be suggested to the group if none of the participants volunteers to discuss their concepts.

Some of these story ideas might include:

- Concern over government compensation of farmers; other economic issues
- Avian influenza plans being developed by the governments in the country or region
- The effect of biosecurity measures on families (women, children)
- Plans to prepare for possible human transmission of avian influenza in the future; preparedness drills to ensure that public hospitals, clinics and nursing homes are ready for widespread outbreaks affecting humans.
- Poultry vaccination in commercial farms (Sectors 1 and 2) and how it is (or is not) working
- Poultry slaughtering practices and concerns about precautions being taken by individuals involved in culling
- Difficulties involved in keeping wild birds from poultry kept in backyards or farms
- Stigma involved among farmers whose flocks have been diagnosed with avian influenza
- Concerns about cats or other household pets contracting or spreading the virus.

WRAP-UP

Materials needed

PA system, flip charts

Time Required

15 minutes

(for example, 2:30 p.m. – 2:45 p.m.)

Objectives:

To reinforce information and lessons on avian influenza; and to provide an opportunity for participants to ask questions to the technical experts.

Trainer States Out Loud:

Well, we have reached the end of our workshop. I would like to call upon our technical experts to come up and tell us what they think are the main points that you should take away with you after you leave this training.

I would also like to ask you to please complete an evaluation form to tell us what you thought of this workshop. We would really appreciate it if you would take a few minutes before you leave to complete this.

Note to Trainer:

The technical experts should be told in advance to prepare a brief summary of what they believe are the most important messages on avian influenza in that particular area, including preventive measures, control during outbreak and in case outbreak recurs, and emergency response activities.

Closing Ceremony:

Present Certificate, Closing Address by Special Guest Speaker

Note to Trainer:

Have certificates printed in advance. Provide a box where attendees can put their evaluation forms before they leave, and make sure that participants know that they are to place them there. A sample Evaluation Form is included on the following page, which can be tailored as you see fit, followed by a template for a certificate, which can also be adapted to your workshop.

AVIAN INFLUENZA

COMMUNICATIONS FOR JOURNALISTS

WORKSHOP EVALUATION FORM

Please circle the most appropriate response and explain your responses.

1. Do you think the workshop sessions were helpful?

- Not helpful
- Somewhat
- Very helpful

Please explain:

2. Do you think the workshop sessions were clear and understandable?

- Not at all
- Somewhat
- Very

Please explain:

3. How effective did you think the trainer was?

- Not effective
- Average
- Very effective

Please explain:

4. Was enough time allocated for each of the sessions?

- Not enough
- Enough
- More than enough

Please explain:

5. One thing I learned today was.....

6. One thing I am still unsure of is.....

7. What suggestions do you have to improve the workshop?

CERTIFICATE OF COMPLETION

_____ has attended and completed

MEDIA ORIENTATION WORKSHOP

Avian Influenza Program

Date: _____

Place: _____

HANDOUT #1

POWERPOINT PRESENTATION ON AVIAN INFLUENZA

Note to Trainer:

Insert hard copy of PowerPoint here if a guest speaker is presenting

HANDOUT #2

NATIONAL STRATEGIC PLAN ON AVIAN INFLUENZA

(IN THE COUNTRY WHERE THE WORKSHOP IS BEING PRESENTED)

Note to Trainer:

Insert handout here, if available.

FREQUENTLY ASKED QUESTIONS

Avian Influenza in Birds

What is Avian Influenza?

The disease commonly referred to as “bird flu” is an animal infection caused by the H5N1 virus. The virus occurs naturally among birds. Wild birds carry the virus in their intestines, but usually they do not get sick. But some domesticated birds - like chickens, turkeys and ducks - get very sick and can die from the virus.

Which birds carry the virus?

Avian influenza can kill domesticated birds, including chickens, ducks, geese, and turkeys. Traditionally, wild waterfowl and shorebirds have been credited as the sources for the many strains of avian influenza, but rarely fell ill. The current H5N1 strain has caused mortality in 40 species of wild birds, including geese, storks, egrets, herons, and falcons, and some mammals.

How does it spread?

The virus can remain viable in droppings for long periods, spreading among birds and animals through ingestion or inhalation of the droppings. Virus can also be excreted from the eyes, nose and mouth of infected birds. Transmission from flock to flock is usually by humans -- avian influenza viruses can be spread by manure, equipment, vehicles, egg flats,

crates, and people whose clothing or shoes have come in contact with the virus.

What are the control measures in birds?

The most common practice to contain the spread of the virus is culling of all infected or exposed birds, proper disposal of carcasses and the quarantining and rigorous disinfection of farms and poultry markets. Vaccination has also been used but is impractical outside commercial settings and the vaccine requires regular updating. The virus is killed by heat (56 degrees C for 3 hours or 60 degrees C for 30 minutes) and common disinfectants, such as formalin and iodine compounds. Thorough cooking of any poultry meat will destroy the virus, however, if poultry appears sick or is dead do not prepare it for cooking or consumption. Dispose of the poultry properly.

How could avian influenza reach a country?

Despite any country's controls, avian influenza could be introduced to poultry through the migration of wild birds, the importation of dead chickens, the illegal importation of live birds or the entry of an infected person.

Note to Trainer:

To get the most up-to-date information, confirm facts from one of the following sources:

- US Agency for International Development, www.usaid.gov
- World Health Organization, www.who.int
- UN Food and Agriculture Organization, www.fao.org; or the
- U.S. Centers for Disease Control and Prevention, www.cdc.gov

FREQUENTLY ASKED QUESTIONS

What should I do if I think my flock is infected with avian influenza?

Call the relevant authorities immediately. Because the signs of avian influenza are so variable, it is important to get the help of an expert for diagnosis. Keep children and pregnant women away from the birds. If you are instructed to handle or dispose of a dead or infected bird, you should wear protective equipment and clothes (including gloves) and place the dead birds into a bag. Dead birds should not be disposed of in a river or a pond, or left in the yard. Protective clothing or equipment should be kept away from other people and thoroughly disinfected after use.

Avian Influenza in People

Are people at risk for avian influenza?

To date, most human cases have been limited to people who have had contact with infected poultry or contaminated surfaces. Many of these human cases have occurred in rural or suburban areas where households keep small poultry flocks.

What can people do to reduce the risk of getting avian influenza?

There are several key behaviors people who come in close contact with poultry can adopt to reduce the risk of contracting the virus. These include protecting their healthy flocks from the introduction of new poultry by quarantining new poultry for 14 days; separating ducks from chickens; keeping poultry in a closed building, cleaning up yards and coops daily to remove droppings; washing their hands with soap before and after handling birds; and cleaning off their shoes before entering their homes.

If possible, children and pregnant women should be kept away from poultry and poultry parts, and should not handle eggs.

If poultry appears sick, people should not touch it or handle it, but rather call the local authorities. (Keep in mind that ducks often do not show symptoms of the virus.) If people must handle a dead bird, they should wear protective equipment and clothes (including gloves) and place the dead birds into a bag. Dead birds should not be disposed of in a river or a pond, or left in the yard.

FREQUENTLY ASKED QUESTIONS

Why is there so much concern about this virus?

Although the current outbreaks have been happening since mid-2003, beginning in Asia and spreading around the world, this is the first time that so many countries been affected at the same time by this virus. The animal and human health experts' concern is that the virus is crossing the species barrier and is infecting humans. Scientists are closely monitoring the virus to see if it will mutate, making it easier to spread from human to human.

What is the difference between regular, seasonal flu and avian influenza?

These are different viruses. The difference that makes the most distinction to the layman is that that avian influenza is transmitted from birds to birds and birds to humans, but at this point not human to human. That is one of the reasons it is being watched so carefully to see if the virus changes - or mutates - and can be transmitted from human to human. Unlike normal seasonal influenza, where infection causes mild respiratory symptoms in most people, H5N1 has been found to cause more severe symptoms and leads to faster deterioration in condition. In the present outbreak, many of those infected with the virus have died, and many cases have occurred in

previously healthy children and young adults.

Can we treat avian influenza?

There is some evidence that recent H5N1 viruses are susceptible to a class of antiviral drugs called neuraminidase inhibitors -- oseltamivir (also known as Tamiflu) and zanamivir (also known as Relenza). H5N1 appears to be resistant to the alternative M2 inhibitors -- amantadine and rimantadine. Most experts agree that neuraminidase inhibitors will be vital in controlling a future pandemic. However, flu viruses can become resistant to drugs.

Is there an avian influenza vaccine for people?

Not yet. There are several potential vaccines for protecting humans from infection with bird flu, at various stages of testing. Whether they would be suitable for use against a new pandemic flu strain depends on how much that strain may have mutated from the original H5N1 virus strain. In addition, due to production issues, it is not likely that an effective vaccine would be widely available until several months after the start of a pandemic.

FREQUENTLY ASKED QUESTIONS

Will a regular flu shot protect against avian influenza?

No. The annual flu vaccination will not provide protection against avian influenza. Current vaccines protect only against circulating human strains.

What are the symptoms of avian influenza in people?

The symptoms are similar to those of other forms of influenza, including fever, sore throat, cough, headache and muscle aches and pains. These symptoms may vary in severity.

What should I do if I think I have avian influenza?

Keep in mind that people get respiratory infections quite regularly, and that the chances that your symptoms are from avian influenza are extremely low. If you have recently returned from Asia (or another area where avian influenza in humans has been reported) and you are experiencing any of the symptoms outlined above, you should seek medical advice and tell your health care provider of your recent travel and activities, including any visits to farms or markets in Asia.

I'm traveling to a region where avian influenza has been reported. What should I do to protect myself from the virus?

Although the risk of infection to travelers to areas affected by avian influenza is currently considered low, people can reduce their risk of infection by avoiding situations where they may have contact with farms and live bird markets, and by ensuring that all uncooked poultry and eggs are handled hygienically with careful attention to hand washing after handling. Proper cooking destroys the virus in poultry and eggs. You can also discuss the risk of avian influenza with your health care provider as part of your routine pre-travel health checks.

Travelers who stay in an avian-influenza affected area for extended periods should consider, as a precautionary measure, having access to influenza antiviral medicine for treatment. This is because long-term residents are at greater risk of exposure to avian influenza over time and, in the event of a more widespread outbreak amongst humans, there may be difficulties encountered in accessing appropriate medicines. Medical advice should be sought before antiviral medicines are used, however.

Is it safe to buy and eat chicken?

Yes, as long as import controls are strictly enforced. In countries where avian influenza has been reported, poultry and poultry products should be properly

FREQUENTLY ASKED QUESTIONS

cooked and handled during food preparation. Normal temperatures used for cooking (70 degrees C for at least 30 minutes) will kill the virus. Consumers need to be sure that all parts of the poultry are fully cooked (no “pink” parts) and that eggs are also properly cooked (no “runny” yolks).

Pandemic Risk

What are the chances that avian influenza could cause a human pandemic?

Not likely. There are several critical steps that must occur before a human pandemic can happen. These include: a new influenza virus subtype emerges; it infects humans, causing serious illness; and it spreads easily and sustainably among humans. The H5N1 virus has met the first two criteria, but it has not yet efficiently and sustainably infected humans. The risk that the H5N1 virus will acquire this ability remains as long as there are opportunities for human infection; however, control measures that are being undertaken worldwide continue to minimize these risks.

Can a pandemic be averted?

Yes. That is why so much attention by governments and the health professionals is being placed on how to prevent and control the virus. The first priority is to reduce opportunities for human exposure to infected or potentially-infected poultry. Computer modeling has suggested that a human pandemic could be stopped or slowed with concerted action such as washing your hands with soap and water before and after handling poultry, separating ducks and chickens, keeping poultry fenced or penned in, and keeping new poultry separated from existing flocks for 14 days.

This is a compilation of information from sources including U.S. Department of Health and Human Services' Centers for Disease Control and Prevention; World Health Organization; and writers for the Telegraph and South China Morning Post. For further information go to: www.fao.org and www.cdc.gov

KEY FACTS ABOUT AVIAN INFLUENZA (BIRD FLU) AND AVIAN INFLUENZA A (H5N1) VIRUS

Note to Trainer:

The most recent version of this Fact Sheet can be found on the CDC website at: <http://www.cdc.gov/flu/avian/gen-info/facts.htm>

This fact sheet provides general information about avian influenza (bird flu) and information about one type of bird flu, called avian influenza A (H5N1), which has caused infections in birds in Asia and Europe and in humans in Asia.

Avian Influenza (Bird Flu)

Avian influenza in birds

Avian influenza is an infection caused by avian (bird) influenza (flu) viruses. These influenza viruses occur naturally among birds. Wild birds worldwide carry the viruses in their intestines, but usually do not get sick from them. However, avian influenza is very contagious among birds and can make some domesticated birds, including chickens, ducks, and turkeys, very sick and kill them.

Infected birds shed influenza virus in their saliva, nasal secretions, and feces. Susceptible birds become infected when they have contact with contaminated secretions or excretions or with surfaces that are contaminated with secretions or excretions from infected birds. Domesticated birds may become infected with avian influenza virus through direct contact with infected waterfowl or other infected poultry, or through contact with surfaces (such as dirt or cages) or materials (such as water or feed) that have been contaminated with the virus.

Infection with avian influenza viruses in domestic poultry causes two main forms of disease that are distinguished by low and high extremes of virulence. The “low

pathogenic” form may go undetected and usually causes only mild symptoms (such as ruffled feathers and a drop in egg production). However, the highly pathogenic form spreads more rapidly through flocks of poultry. This form may cause disease that affects multiple internal organs and has a mortality rate that can reach 90-100% often within 48 hours.

Human infection with avian influenza viruses

There are many different subtypes of type A influenza viruses. These subtypes differ because of changes in certain proteins on the surface of the influenza A virus (hemagglutinin [HA] and neuraminidase [NA] proteins). There are 16 known HA subtypes and 9 known NA subtypes of influenza A viruses. Many different combinations of HA and NA proteins are possible. Each combination represents a different subtype. All known subtypes of influenza A viruses can be found in birds.

Usually, “avian influenza virus” refers to influenza A viruses found chiefly in birds, but infections with these viruses can occur in humans. The risk from avian influenza is generally low to most people, because the viruses do not usually infect humans. However, confirmed cases of human infection from several subtypes of avian influenza infection have

KEY FACTS ABOUT AVIAN INFLUENZA (BIRD FLU) AND AVIAN INFLUENZA A (H5N1) VIRUS

been reported since 1997. Most cases of avian influenza infection in humans have resulted from contact with infected poultry (e.g., domesticated chicken, ducks, and turkeys) or surfaces contaminated with secretion/excretions from infected birds. The spread of avian influenza viruses from one ill person to another has been reported very rarely, and transmission has not been observed to continue beyond one person.

“Human influenza virus” usually refers to those subtypes that spread widely among humans. There are only three known A subtypes of influenza viruses (H1N1, H1N2, and H3N2) currently circulating among humans. It is likely that some genetic parts of current human influenza A viruses came from birds originally. Influenza A viruses are constantly changing and they might adapt over time to infect and spread among humans.

During an outbreak of avian influenza among poultry, there is a possible risk to people who have contact with infected birds or surfaces that have been contaminated with secretions or excretions from infected birds.

Symptoms of avian influenza in humans have ranged from typical human influenza-like symptoms (e.g., fever, cough, sore

throat, and muscle aches) to eye infections, pneumonia, severe respiratory diseases (such as acute respiratory distress), and other severe and life-threatening complications. The symptoms of avian influenza may depend on which virus caused the infection.

Studies done in laboratories suggest that some of the prescription medicines approved in the United States for human influenza viruses should work in treating avian influenza infection in humans. However, influenza viruses can become resistant to these drugs, so these medications may not always work. Additional studies are needed to demonstrate the effectiveness of these medicines.

Avian Influenza A (H5N1)

Influenza A (H5N1) virus - also called “H5N1 virus” - is an influenza A virus subtype that occurs mainly in birds, is highly contagious among birds, and can be deadly to them. H5N1 virus does not usually infect people, but infections with these viruses have occurred in humans. Most of these cases have resulted from people having direct or close contact with H5N1-infected poultry or H5N1-contaminated surfaces.

Human health risks during the H5N1 outbreak

KEY FACTS ABOUT AVIAN INFLUENZA (BIRD FLU) AND AVIAN INFLUENZA A (H5N1) VIRUS

Of the few avian influenza viruses that have crossed the species barrier to infect humans, H5N1 has caused the largest number of detected cases of severe disease and death in humans. In the current outbreaks in Asia and Europe more than half of those infected with the virus have died. Most cases have occurred in previously healthy children and young adults. However, it is possible that the only cases currently being reported are those in the most severely ill people, and that the full range of illness caused by the H5N1 virus has not yet been defined. For the most current information about avian influenza and cumulative case numbers, see the World Health Organization (WHO) avian influenza website.

So far, the spread of H5N1 virus from person to person has been limited and has not continued beyond one person. Nonetheless, because all influenza viruses have the ability to change, scientists are concerned that H5N1 virus one day could be able to infect humans and spread easily from one person to another. Because these viruses do not commonly infect humans, there is little or no immune protection against them in the human population. If H5N1 virus were to gain the capacity to spread easily from person to person, an influenza pandemic (worldwide outbreak of disease)

could begin.

No one can predict when a pandemic might occur. However, experts from around the world are watching the H5N1 situation in Asia and Europe very closely and are preparing for the possibility that the virus may begin to spread more easily and widely from person to person.

Treatment and vaccination for H5N1 virus in humans

The H5N1 virus that has caused human illness and death in Asia is resistant to amantadine and rimantadine, two antiviral medications commonly used for influenza. Two other antiviral medications, oseltamivir and zanamivir, would probably work to treat influenza caused by H5N1 virus, but additional studies still need to be done to demonstrate their effectiveness.

There currently is no commercially available vaccine to protect humans against H5N1 virus that is being seen in Asia and Europe. However, vaccine development efforts are taking place. Research studies to test a vaccine to protect humans against H5N1 virus began in April 2005, and a series of clinical trials is under way. For more information about H5N1 vaccine development process, visit the U.S. National Institutes of Health website (www.nih.gov).

HANDOUT #5

UPDATED LIST OF COUNTRIES AFFECTED BY AVIAN INFLUENZA (H5NI)

As of 5 April 2006

- Afghanistan
- Albania
- Austria
- Azerbaijan
- Bosnia and Herzegovina
- Bulgaria
- Burkina Faso
- Cambodia
- Cameroon
- China
- Croatia
- Czech Republic
- Denmark
- Egypt
- France
- Georgia
- Germany
- Greece
- Hong Kong
- Hungary
- Kazakhstan
- India
- Indonesia
- Iraq
- Iran
- Israel
- Italy
- Japan
- Jordan
- Kazakhstan
- Korea
- Laos
- Malaysia
- Mongolia
- Myanmar
- Niger
- Nigeria
- Pakistan
- Philippines
- Poland
- Romania
- Russia
- Serbia and Montenegro
- Slovakia
- Slovenia
- Sweden
- Switzerland
- Thailand
- Turkey
- Ukraine
- Vietnam

Note to Trainer:

This list is updated regularly on the OIE website. Be sure that you have the most update list for your presentation by going to www.oie.int

PREVENTION AND CONTROL OF BIRD-TO-HUMAN TRANSMISSION

Following are key message points on prevention and control of bird-to-human transmission of avian influenza. Even though all the message points are important and helpful in preventing and controlling avian influenza, specific aspects of topics will be more important in different local contexts and there will be times when specific information is particularly important. Users should select the message points that are most appropriate for local conditions and outbreak phase (pre-outbreak, outbreak, and post-outbreak) and transform them into suitable messages, using local expressions and language.

It is very difficult for humans to get avian flu, but if you have signs of a serious respiratory illness, get care.

- If you become sick with a high fever after contact with dead or sick birds, seek immediate treatment.
- If you suspect that someone has avian influenza, take them to a health care provider immediately.

Avoid close contact with birds.

- Do not touch dead or sick birds with bare hands; use gloves.
- If poultry have to be kept indoors (for example, during winter in cold climates), keep them in a specific area away from where the family sleeps and eats.
- Do not let poultry into your house.
- If possible, do not let children collect eggs and keep them away from birds – including pet birds if they are not kept indoors all the time.
- Do not let children help with slaughtering or preparing poultry or wild birds.

Take precautions if you unintentionally come into contact with poultry or poultry feces in an affected area.

- Wash your hands well with soap and water (or ash if soap is not available) after each contact with wild birds or domestic poultry or bird feces.
- Remove your shoes outside the house and clean them of all dirt.
- If you develop a high temperature, visit a doctor or go to the nearest health care facility immediately.

PREVENTION AND CONTROL OF BIRD-TO-HUMAN TRANSMISSION

- The greatest risk of exposure to avian influenza is through the slaughter and handling of infected poultry. Remember that not all infected birds show signs of illness, so be careful when slaughtering any poultry.
 - Good hygiene practices are essential during slaughter and post-slaughter handling to prevent exposure via raw poultry meat or cross contamination from poultry to other foods, food preparation surfaces or equipment.
 - Keep raw meat, poultry, fish, and their juices away from other foods.
 - After cutting raw meats, wash hands, cutting board, knife and counter tops with hot soapy water; and use bleach if available.
 - Ensure that poultry meat and eggs are thoroughly cooked.
 - Do not eat eggs or blood unless they are thoroughly cooked. Do not eat runny eggs or meat that is pink. To be safe, egg whites and yellow must be solid. Raw eggs should not be used in foods that will not be cooked.
 - Eggs can contain avian influenza virus both on the outside (shell) and the inside (whites and yolk), so it is important to wash hands after handling eggs and to cook eggs thoroughly.
 - The avian influenza virus is not killed by freezing or refrigeration, but cooking (temperatures at or above 70°C in all parts of a food item) will kill the avian influenza virus.
-
- Wash hands with soap and water (or if soap is not available, with ash) before and after handling food.
 - Use masks and gloves when handling poultry or other birds.
 - If practical, change your clothing once you arrive at the workplace, especially if you have poultry in your backyard or come in contact with poultry on your way to work.
-
- When visiting a farm or entering a yard where poultry is kept, wash hands with soap and water (or ash if soap is not available) and after you leave.
 - Brush and disinfect clothing, shoes/sandals, and the wheels of bikes/motorcycles/etc. after leaving the area, especially before going indoors.

Take precautions in preparing and consuming poultry meat and eggs.

Practice overall good hygiene.

Take precautions if you are visiting farms or other areas where poultry are kept.

PREVENTION AND CONTROL OF BIRD-TO-HUMAN TRANSMISSION

Workers involved in culling operations should protect themselves.

- Because of the high risk of exposure during the culling process, cullers should wear proper personal protective equipment such as protective clothing, masks, goggles, boots and gloves.
- Cullers should follow a decontamination procedure when taking off their protective equipment.
- Workers involved in mass culling operations, transportation and burial/incineration of carcasses should be vaccinated with the current human influenza vaccine (to avoid co-infection with avian and human strains of influenza).
- Individuals exposed to infected poultry or farms should be monitored closely by local health authorities.
- Thoroughly clean and disinfect equipment and vehicles (including tires and undercarriage) entering and leaving each farm
- Make sure all equipment used to cull birds is disposed of properly, or disinfected and stored away from other equipment and where children cannot get it.

KEY BEHAVIORS TO REDUCE THE RISK OF CONTRACTING THE VIRUS: WORKING WITH POULTRY

Key behaviors include:

- Protecting their healthy flocks from the introduction of new poultry by quarantining new poultry for 14 days;
- Separating ducks from chickens;
- Keeping poultry in a closed building, cleaning up yards and coops daily to remove droppings;
- Washing their hands with soap before and after handling birds and eggs; and
- Cleaning off their shoes before entering their homes.

INTERVIEW AND OBSERVATION SHEET

On these visits to poultry farms you'll have the opportunity to interview poultry owners. You should plan on finding out the following:

- Owners' knowledge on avian influenza

- Owners' attitude and practices in poultry handling and farming

You'll also be doing a lot of observation on the chicken/poultry farm.

Try to observe:

- The movements of people handling of chickens around the farm

- The general situation where chickens/ducks are raised. For instance:
 - Movements of chickens (roaming? Or cooped?)
 - Whether hygiene is maintained (no sign of droppings or feces)
 - Placement of other animals on the farm (no nearby pigs or other animals)

What other details do you observe?

INTERNET RESOURCES FOR COVERING AVIAN INFLUENZA

World Health Organization

http://www.who.int/csr/disease/avian_influenza/en/

Situation updates, reports of confirmed cases, fact sheet.

World Organization for Animal Health

http://www.oie.int/eng/AVIAN_INFLUENZA/home.htm

Summary of regulations and surveillance of animal diseases.

Pan American Health Organization

<http://www.paho.org/English/ad/dpc/cd/flu-avi.htm>

Avian influenza resources.

Reuters AlertNet

<http://www.alertnet.org/thefacts/reliefresources/sections/BIRDFLU.htm>

News about avian influenza, updated frequently.

Sars.com

<http://www.sars.com.sg/birdflu/bfindex.php>

Clearinghouse with searchable database of avian influenza news stories.

Science and Development Network

http://www.scidev.net/ms/bird_flu/

Q and A, news, resources and glossary of terms.

U.S. Agency for International Development

<http://www.usaid.gov>

Information on international response to avian influenza.

Pandemic Flu

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

The official U.S. government web site from HHS, with planning, response, travel and other information.

U.S. Centers for Disease Control and Prevention

<http://www.cdc.gov/flu/avian/>

Background on infection, transmission, vaccines and more.

National Institutes of Health

<http://www.nlm.nih.gov/medlineplus/birdflu.html>

News updates plus background information.

United States Department of Agriculture

<http://www.usda.gov>

Information on animal-related control of avian influenza.

INTERNET RESOURCES FOR COVERING AVIAN INFLUENZA

Center for Infectious Disease Research and Policy

[http://www.cidrap.umn.edu/cidrap/
content/influenza/avianflu/index.html](http://www.cidrap.umn.edu/cidrap/content/influenza/avianflu/index.html)

News links and background from the
University of Minnesota.

Mayo Clinic

[http://www.mayoclinic.com/
invite.cfm?id=DS00566](http://www.mayoclinic.com/invite.cfm?id=DS00566)

Summary overview, risk factors, and
more.

GUIDELINES FOR REPORTING ON RISK

Reporting on risk from avian influenza (or any other health or environmental risk) can be very difficult. The following tips have been compiled to assist you in maintaining a balance between conveying too much risk or too-little risk.

Recognize the emotions. It is important to understand how people perceive risk. People tend to be more afraid of risks that kill a lot of us, all at once in one place, than risks that kill us here and there, over time. Journalists should consider psychology of risk in their reporting by:

- Describing what people can do to reduce their risk of exposure.
- Reviewing measures that experts do not recommend for most people, and tell why.
- Explaining what government and medical authorities are doing to reduce the risk.
- Reporting on the frequent disconnect between facts and fears to give people perspective.

Examine the risk. People need information that will help them assess the risk they could face in their daily lives. Provide the facts that will help them put risk in context by:

- Reporting what you can about the likelihood of exposure in your community.

- Describing how many people this affects, out of how large a population, and how they are affected.
- Being clear about where avian influenza has been found, and how many animals it has affected.

If possible, avoid risk comparisons. If you must use risk comparisons, compare similar risks, or compare risks with alternatives.

Consider what is unknown.

Avoid the appearance of certainty where none exists. Clarify whether you are reporting exact numbers or estimates, and the confidence level of those estimates. Tell what you don't or can't know as well as what you do know.

Keep in mind the levels of public “outrage.”

Emotional responses to risk news (or “outrage”) play a bigger role in public reaction than the scientific information. When people become outraged, they may overreact. Conversely, if people are not outraged, they may under-react. Outrage factors are those components of a risk situation that cause fear, anger, defensiveness, or frustration. People often become outraged if the risk is perceived to be involuntary. When preventing risk is in someone else's

Excerpted from Risk Communication Basics, Martha L. Walter, Michael A. Kamrin and Delores J. Katz, A Journalist's Handbook on Environmental Risk Assessment, February 2000.

GUIDELINES FOR REPORTING ON RISK

hands (government or industry), citizens feel helpless to change the situation. If the citizen can prevent or reduce the risk, the risk is more acceptable. People also become uneasy when scientists are not certain about the risk posed by a hazard, such as its exact effect, severity, or prevalence. This is often the case with avian influenza.

Accept the public's emotions.

Communications experts urge those involved in communicating risk -- officials and reporters -- to accept the reality and validity of the public's emotions, and to seek ways of communicating that take these emotions into account.

Help the audience control

risk. Reporters can provide information that helps their audience understand and control the risk. Following are some ways that reporters (and officials) can address the psychological factors influencing citizen response to hazards. The point, of course, is not to diminish legitimate concerns, or heighten illegitimate ones, but to encourage constructive action.

1. Describe what individuals can do to reduce their exposure.
2. Describe what industry and government are/are not doing to reduce the risk.
3. Describe the alternatives and their risks. Describe what people can do to get involved in the decision-making process, if anything.
4. Provide information that will help the audience to evaluate the risk.

Consider whether avian influenza is a chronic (long-term, endemic) risk in your area.

Increased media coverage of chronic risks may help people to understand their magnitude and take corrective action. Risk communication experts assert that people's tendency to overestimate sudden, imposed risk and underestimate chronic or lifestyle-imposed risks is reinforced by generally more extensive media coverage of accidents and disasters than of chronic situations. Thus, reporters should be persistent in their coverage of the chronic risks.

AVIAN INFLUENZA GLOSSARY

Antibiotics

Antibiotics are medicines designed to kill bacteria and to treat and prevent bacterial diseases and infections.

Antibiotics are not used to prevent or treat influenza (which is a virus, not a bacteria) but may be used to treat bacterial infections that may occur as complications of influenza infection.

Antibody

A protein produced by B cells in the body in response to the presence of an antigen, for example, a bacterium or virus. Antibodies are a primary form of immune response in resistance to disease and act by attaching themselves to a foreign antigen and weakening or destroying it.

Antigen

The substance that stimulates the production of an antibody.

Antigenic shift

When influenza A viruses, including subtypes from different species, can swap or re-fit genetic materials and merge, which results in another subtype different from both parent viruses.

Antivirals

Antivirals are drugs that kill or prevent the growth of viruses, including influenza. Tamiflu is an example of an antiviral drug used to treat influenza.

Avian Influenza

Avian influenza, also known as avian flu or “bird flu,” is an infection caused by the avian influenza viruses. These flu viruses occur naturally among birds. Wild birds worldwide commonly carry the viruses in their intestines or respiratory tracts but usually do not get sick from them. However, bird flu can be contagious among birds and can make some domesticated birds including chickens, ducks, and turkeys – very sick and kill them. The risk to humans of avian flu is generally low to because the viruses occur mainly among birds and do not easily infect humans. However, during an outbreak of avian flu among poultry, there is a possible risk to people who have contact with infected birds or surfaces that have been contaminated with excretions from infected birds that carry the virus.

Contagious

Capable of transmitting disease; affected by or carrying a disease that can be transmitted by direct or indirect contact.

Definitions and explanations of commonly used words and terms related to avian influenza.

AVIAN INFLUENZA GLOSSARY

Disinfection

Clean something to destroy disease-carrying microorganisms and prevent infection.

Endemic

A condition that is present in a community at all times but in relatively low frequency. Something that is endemic is typically restricted to a locality or region.

Epidemic

An epidemic is when a disease or infection spreads quickly at one time within a population or area. Epidemic and outbreak are often used synonymously.

Epidemiology

The scientific and medical study of the causes and transmission of disease within a population.

H5N1

The H5N1 virus is one of 16 different known subtypes of avian flu (bird flu) viruses. Some H5N1 viruses are highly pathogenic, meaning they can cause severe disease and death in humans. H5N1 viruses have been found in birds around the world. As the spread of H5N1 infection among birds increases, so does the opportunity for H5N1 to be transmitted directly from birds to humans. Recently, human H5N1 infection has been confirmed in only a few cases.

Migratory

Moving as part of a bird, fish, or other animal population from one region to another every year, usually at specific times in order to breed or avoid unsuitable weather conditions.

Mutation

A change in the genetic structure of the influenza virus that has the potential to improve the virus' ability to survive despite treatments, or to spread to different types of organisms. For example, health officials fear that a mutation in the H5N1 virus may enable it to spread easily from human to human and potentially cause a pandemic. Mutations can be caused by many factors.

AVIAN INFLUENZA GLOSSARY

Outbreak

An outbreak is the confirmed presence of disease in at least one individual in a defined location and during a specified period of time. Outbreak is often used synonymously with epidemic.

Pandemic

A pandemic is an epidemic that quickly spreads throughout the world. It differs from an epidemic because it infects far greater numbers of people, and could take a much longer time to run its course - perhaps months or even years.

Pandemic Influenza

Pandemic influenza occurs when a new strain of influenza virus emerges, spreading around the world and infecting many people at once. An influenza virus capable of causing a pandemic is one that people have no natural immunity to, can easily spread from person to person, and is capable of causing severe disease.

Quarantine

Enforced isolation of people or animals that may have been exposed to a contagious or infectious disease.

Relenza

Relenza is an antiviral medicine to treat infection caused by influenza virus. It does not prevent you from getting the flu. These medications attack the influenza virus and prevent it from spreading inside your body. Relenza is used to treat seasonal or annual flu viruses.

Seasonal Flu

"Seasonal flu" is a contagious respiratory illness caused by influenza viruses. It is commonly known as "the flu" or that "bug" that brings aches, pains, coughing, and fever to millions of people around the world every winter.

SARS

Severe acute respiratory syndrome. A severe form of pneumonia which appeared in outbreaks in 2003.

AVIAN INFLUENZA GLOSSARY

Tamiflu®

Tamiflu is an antiviral medicine to treat infection caused by influenza virus. Tamiflu does not prevent you from getting the flu. These medications attack the influenza virus and prevent it from spreading inside your body. Tamiflu is used to treat seasonal or annual flu viruses. Studies suggest that Tamiflu could work in preventing and treating avian flu infection in humans. Tamiflu is the commercial name for oseltavimir.

Transmission

The act or process of transmitting something such as a disease.

Vaccine

A vaccine is a medication intended to prevent infection. Trivalent influenza vaccine and FluMist are examples of vaccines used to prevent infection by the seasonal influenza virus. Trivalent influenza vaccine is a vaccine against annual or seasonal influenza that contains three inactivated (or “killed”) flu viruses that protect against three different strains of influenza virus. The effectiveness of the trivalent vaccine depends upon the “match” between strains of influenza that are circulating and the viruses in the vaccine.

U.S. Agency for International Development
www.usaid.gov