

PREPARING SMALL BUSINESS WORKPLACES FOR PANDEMIC FLU

Leader's Toolkit

Contents

Preparing Small Business Workplaces for Pandemic Flu

- DVD
- Leader's Guide
- CD-ROM – includes the PowerPoint presentation and resources for employers, planners and employees

About This Presentation

This kit contains everything you need to present the Preparing Small Business Workplaces for Pandemic Flu presentation. It is appropriate for workplaces in preparing for a pandemic flu event. It covers –

- What to expect during a flu pandemic.
- The differences between seasonal flu and pandemic flu.
- How the influenza virus spreads.
- Steps to reduce the spread of flu in the workplace.
- What questions to ask about workplace policies, practices, and protocols related to the potential of a flu pandemic occurring.

The information in the presentation is also useful in helping to prevent seasonal flu.

How to Become a Leader

Leaders should review the enclosed materials and submit a completed Leader Orientation Verification Form and a completed Leader Agreement and Code of Conduct Form to their local American Red Cross chapter. These forms are included in the appendices of the Leader's Guide in this kit.

Thank you for being part of the American Red Cross mission and helping to prepare small business workplaces for a possible pandemic flu emergency.



American Red Cross



PREPARING SMALL BUSINESS
WORKPLACES FOR PANDEMIC FLU

Leader's Guide



**American
Red Cross**

American Red Cross

**Preparing Small Business Workplaces
for Pandemic Flu**

Leader's Guide

February 2009

Your American Red Cross

MISSION OF THE AMERICAN RED CROSS

The American Red Cross, a humanitarian organization led by volunteers and guided by its *Congressional Charter* and the Fundamental Principles of the International Red Cross Movement, will provide relief to victims of disaster and help people prevent, prepare for, and respond to emergencies.

Principles of the International Red Cross and Red Crescent Movement

- Humanity
- Impartiality
- Neutrality
- Independence
- Voluntary service
- Unity
- Universality

For additional information, visit the American Red Cross Web site at www.redcross.org or contact your local chapter.

OSHA Disclaimer

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Preparedness and Health and Safety Services

Scott Conner, senior vice president; Jean Erdtmann, RN, senior director, Program Development and Sales Support; Joscelyn Silsby, MPH, CHES, manager, Preparedness; Jennifer Deibert, project manager, Consumer Programs Development; Laurie Willshire, MPH, BSN, senior associate, Program Administration; and Robin Campbell, project manager, Workplace Pandemic Flu Program.

Creative Services

Craig Reinertson, video production program manager

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Plantation, Florida

Dallas Area Chapter
Dallas, Texas

Greater Cleveland Chapter
Cleveland, Ohio

Illinois Capital Area Chapter
Springfield, Illinois

Mid-South Chapter
Memphis, Tennessee

Oregon Trail Chapter
Portland, Oregon

St. Louis Area Chapter
St. Louis, Missouri

Tippecanoe County Chapter
Lafayette, Indiana

Hawkeye Chapter
Waterloo, Iowa

Mid-Rio Grande Chapter
Albuquerque, New Mexico

Orange County Chapter
Santa Ana, California

Southeastern Michigan Chapter
Detroit, Michigan

Southeastern Pennsylvania Chapter
Philadelphia, Pennsylvania

The following subject matter experts contributed to the development of the program's video—

Gloria Addo-Ayensu, MD
Fairfax County Public Health Department
Fairfax, Virginia

Georges C. Benjamin, MD, FACP
American Public Health Association
Washington, District of Columbia

Jean Erdtmann, RN
American Red Cross
Washington, District of Columbia

Eduardo Sanchez, MD, MPH
Texas Department of State Health Services
Austin, Texas

April D. Wood, BSN, RN, CEN, EMT
American Red Cross
Washington, District of Columbia

John M. Barry, Author
The Great Influenza
New Orleans, Louisiana

Ruth Berkelman, MD
Rollins School of Public Health, Emory
University
Atlanta, Georgia

Larry Liberatore
Occupational Safety and Health
Administration
Washington, District of Columbia

David Satcher, MD, PhD
Morehouse School of Medicine
Atlanta, Georgia

Michel Zajur
Virginia Hispanic Chamber of Commerce
Richmond, Virginia

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SECTION A: ADMINISTRATION

Part 1: Presentation Highlights

MESSAGE TO LEADERS

Thank you for using these materials to conduct the *American Red Cross Preparing Small Business Workplaces for Pandemic Flu* presentation. This information is of vital importance and we truly appreciate your efforts to help educate small business employers and their employees.

LEADERS

Leaders facilitating this presentation should have one or more of these qualifications:

- Individuals who have public health and/or healthcare certification and/or licensure. This may include:
 - MD or Doctor of Osteopathic Medicine (DO);
 - Public health professionals (CHES, MPH, Dr.PH., MA/MS, Ph.D.)
 - Registered Nurse (RN), Licensed Practical Nurse (LPN), Licensed Vocational Nurse (LVN);
 - EMS professionals (EMT, EMT-P)
- Business leaders and small business owners who have a background or experience in business continuity planning;*
- Authorized American Red Cross instructors and instructor trainers;
- American Red Cross Community Disaster Education presenters; or
- Others as determined by the chapter's health and safety services administrator.

* The purpose of this program is to provide information and education about what small businesses can expect and may choose to consider in preparing for a flu pandemic and in developing a business continuity plan. Although business leaders may be more likely to have credibility with the audience based on their background and experience, the purpose is not to provide consultation or advice about business continuity planning.

American Red Cross leaders must complete the following steps before conducting presentations:

1. Obtain a complete set of presentation materials.
2. Complete a self-study orientation or attend a group orientation.
3. Complete the Leader Orientation Verification Form and submit it to the local Red Cross chapter.
4. Complete the Leader Agreement and Code of Conduct and submit it to the local Red Cross chapter.

PURPOSE

The purpose of this presentation is to:

- Raise awareness about pandemic flu and provide information on what to expect during a pandemic, and
- Provide small business employers and employees pandemic flu planning information to aid in business sustainability.

PREREQUISITES

There are no prerequisites for enrolling in the *American Red Cross Preparing Small Business Workplaces for Pandemic Flu* presentation.

DESIGN AND LENGTH

The *American Red Cross Preparing Small Business Workplaces for Pandemic Flu* presentation is designed to be conducted in approximately 1.5 hours.

Times may vary based upon the following:

- Experience of the participants with the topic areas;
- Number of participants; and
- Experience of the leader with facilitation and topic areas.

MATERIALS, EQUIPMENT AND SUPPLIES

For the Leader

- The *American Red Cross Preparing Small Business Workplaces for Pandemic Flu Leader's Guide* helps leaders plan, prepare for and conduct all segments of the presentation. This Leader's Guide is divided into the following sections:
 - **Section A: Administration.** This section describes the organization of the presentation, provides administrative information on delivering the presentation, helps prepare leaders to facilitate the presentation and provides an orientation to the American Red Cross for those leaders not familiar with the organization.
 - **Section B: Teaching Tools.** This section contains presentation notes, learning objectives, and lesson plans for conducting the presentation.
 - **Section C: Appendices.** This section contains supplemental information for leaders, program-related forms and worksheets, a glossary and list of CD-ROM resources. Appendices are referenced where appropriate in this leader's guide.
 - *Note: As more becomes known about pandemic flu there may be updates to this outline. Check with your local chapter of the Red Cross or online on the Instructor's Corner at www.instructorcorner.org to make sure you have the most up to date version of this presentation.*
- The *American Red Cross Preparing Small Business Workplaces for Pandemic Flu DVD* contains the required video segments used during the presentation. Two versions of this DVD are available — “Classroom Use” and “Play All”. The “Classroom Use” version is used in conjunction with the leader's guide and is divided into four main segments:
 - Part 1:
 - Introduction
 - Learn the Facts – What is a Flu Pandemic?
 - How the Influenza Virus Spreads

-
- Part 2
 - Public Health Prevention Strategies
 - Developing a Preparedness Plan for Yourself and Your Family
 - Part 3:
 - Developing a Preparedness Plan for the Workplace
 - Preventing the Spread of Infection in the Workplace
 - Part 4:
 - Conclusion: Be Informed

This version includes automatic pause points to allow the leader to discuss topics and or answer questions. The “*Play All*” version does not contain any pause points and is used when the leader is *only* showing the video.

- ***The American Red Cross Preparing Small Business Workplaces for Pandemic Flu CD-ROM*** is an additional resource for leaders and participants (employers and employees). It contains information and resources to help you prepare your presentation and resources to share with participants in the workplace or business setting.
- ***The American Red Cross Preparing Small Business Workplaces for Pandemic Flu PowerPoint Presentation*** is an optional resource that may be used by a leader to support the American Red Cross *Preparing Small Business Workplaces for an Influenza Pandemic* Presentation. PowerPoint slides are referenced where appropriate in this leader’s guide.
- DVD player and monitor
- LCD projector, screen, and computer
- Newsprint and markers, chalkboard and chalk or dry erase board and markers (optional)
- **American Red Cross Identification.** As representatives of the American Red Cross, leaders should wear appropriate identification. Banners, posters, nametags or name tents (for participants) should also be used. This helps to identify the American Red Cross as the training agency.

For Participants

- Appendix F: *Agenda*
- Appendix G: *Differences Between Seasonal and Pandemic Flu Worksheet*
- Appendix H: *Classifying Employee Exposure to Pandemic Influenza at Work*
- Appendix I: *Pandemic Flu Planning Worksheet*
- Appendix J: *Emergency Health Information Sheet*
- Appendix K: *Get Started: Emergency Preparedness Checklist for Small Businesses*
- Appendix L: *Skill Sheet: Washing Hands*
- Appendix O: *Participant Evaluation Form*
- Pen or pencil

Part 2: Conducting the Presentation

ACKNOWLEDGING PARTICIPATION

Certificates

Participants may be issued a “Has Attended” (C3001) or a “Has Completed” (Universal) certificate indicating the presentation attended. Certificates may be obtained from your local American Red Cross chapter.

REPORTING PROCEDURES

Leaders should submit a completed Leader Activity Report (Appendix E) to the sponsoring Red Cross chapter within the established time frames.

PRESENTATION EVALUATION

Distribute a Participant Evaluation Form (Appendix O) to each participant and collect at the conclusion of the presentation. It can be used to evaluate and improve your skills as a leader and your delivery of the presentations. Additionally, the local American Red Cross chapter may be interested in this information as part of its quality assurance initiatives.

LEADER RESPONSIBILITIES

Your responsibilities as a leader when conducting the American Red Cross Preparing Small Business Workplaces for Pandemic Flu are to:

- Provide for the health and safety of participants by always ensuring that the area where the presentation is conducted is free of hazards.
- Be familiar with the course materials and audiovisual equipment, and know how to use them effectively.
- Plan and coordinate the presentation with your local American Red Cross chapter.

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- Be familiar with American Red Cross services and be able to provide participants with information on additional training opportunities and services offered by the American Red Cross.
 - Create a safe and non-threatening environment that encourages participants to achieve the learning objectives.
 - Adapt your facilitation approach to match the experience and abilities of the participants.
 - Avoid including your own values, attitudes, or beliefs as you give information and answer questions, but respond with factual information as contained in the specific presentation outline and instructional materials.
 - Be prepared to answer participants' questions or know where to find the answers. Admit when you don't know the answer and refer participants to an appropriate resource.
 - Provide a positive example by not smoking or showing other unhealthy habits when with participants.

Note: Group gatherings held for this presentation must comply with any applicable state, and local health department recommendations or announcements related to social distancing in the event of a pandemic.

SECTION B: TEACHING TOOLS

Presentation Notes

PURPOSE

The purpose of this presentation is to —

- Raise awareness about pandemic flu and provide information on what to expect during a pandemic, and
- Provide small business employers and employees pandemic flu planning information to aid in business sustainability.

PRESENTATION OBJECTIVES

After completing this presentation, participants will be able to—

- Discuss what to expect during a flu pandemic;
- Identify the differences between seasonal flu and pandemic flu;
- Describe how the influenza virus is spread;
- Describe what steps can be taken to reduce the spread of flu in the workplace; and
- Determine what questions to ask about workplace policies, practices and protocols related to the potential of a flu pandemic occurring.

TOPIC 1: WELCOME AND INTRODUCTION

Topic Time: 5 minutes

PowerPoint Slide 1: Preparing Small Business Workplaces for Pandemic Flu

Activity:

Activity Time: 4 minutes

Power Point Slide 2: Welcome and Introductions

-
- Welcome participants to the *American Red Cross Preparing Small Business Workplaces for Pandemic Flu* presentation.
 - Identify the locations of emergency exits, restrooms, telephones, and explain building rules.
 - Introduce yourself as a representative of the American Red Cross.
 - Have participants introduce themselves.
 - Pose one or more of the following warm up questions to the group—“Who can tell me what pandemic flu is?” “What have you heard about it lately?” “Anyone know the difference between pandemic flu and a flu pandemic?” Allow participants to respond.
 - Tell participants, “We will discuss all of these issues today, but before we do, I’m going to ask you to complete a brief pre-session survey.”

Key Points:

PowerPoint Slide 3: Pandemic Flu Planning Survey

- Each participant will complete a pre-and post training survey. See instructions for administering surveys.

Key Points:

PowerPoint Slide 4: Agenda

Distribute *Agenda*, Appendix F

- Tell participants, “**Here is our agenda. Over the next hour and a half, we will cover the following topics:**
 - **Learn the Facts – What is a Flu Pandemic?**
 - **How the Influenza (Flu) Virus Spreads**
 - **Public Health Prevention Strategies**
 - **Developing a Preparedness Plan for Yourself and Your Family**
 - **Developing a Preparedness Plan for the Workplace**
 - **Preventing the Spread of Infection in the Workplace**
 - **Be Informed**
- You will learn more about these topics by watching an educational video and participating in group activities and discussions.

-
- Tell participants, “The American Red Cross with a generous grant from OSHA has developed the *Preparing Small Business Workplaces for Pandemic Flu* program to help small business leaders and employees learn how to prepare for potential disruptions that would be caused by a flu pandemic.”

Key Points:

PowerPoint Slide 5: Objectives

Upon conclusion of this presentation, you should be able to -

- Discuss what to expect during a flu pandemic;
- Identify the differences between seasonal flu and pandemic flu;
- Describe how the influenza virus is spread;
- Describe what steps can be taken to reduce the spread of flu in the workplace; and
- Determine what questions to ask about workplace policies, practices and protocols related to the potential of a flu pandemic occurring.

Bridge to Next Topic:

- Tell participants, “Now, let’s start by talking about what a flu pandemic is.”

Video Segment:

- Tell participants, “The first part of this video will define what pandemic flu is and how the flu virus is spread.
- Show Part 1 of video (7 minutes). Part 1 includes segments:
 - “Introduction”
 - “Learn the Facts”
 - “How the Influenza Virus Spreads”

Leader’s Notes:

- *Pause DVD at the end of Part 1, when the video indicates to do so. Proceed to key points below.*
- *Refer to Pandemic Flu Glossary of Terms on Appendix N and on the CD-ROM for additional information concerning pandemic flu terms.*

TOPIC 2: LEARN THE FACTS – WHAT IS A FLU PANDEMIC?

PowerPoint Slide 6: What is a Flu Pandemic?

Facilitation Time: 12 minutes

Key Points:

- Over the past several years, there has been talk in the media about the bird flu and the potential of a flu pandemic.
- Many people are concerned about what will happen if an actual flu pandemic occurs.
- Education and outreach are critical to preparing for a pandemic.
- Understanding what pandemic flu is and what to expect, may help in making informed decisions now that could later lessen the impact of a flu pandemic on your life.

Key Points:

PowerPoint Slide 7: What is a Pandemic?

- A *pandemic* is an event in which a disease causing serious illness spreads quickly around the world and affects large numbers of people.

Key Points:

PowerPoint Slide 8: What is Pandemic Flu?

- *Pandemic flu* is virulent human flu that causes a global outbreak, or pandemic, of serious illness. Because there is little natural immunity, the disease can spread easily from person to person. This pandemic can overwhelm healthcare resources very quickly.
- Not only will healthcare resources be affected, but every employee and business owner can be affected. This type of pandemic can cause a large number of employees to become ill and not be able to come to work.
- Once a new influenza virus has spread to the level of a pandemic, the World Health Organization (WHO) will inform governments worldwide. The Centers for Disease Control and Prevention (CDC) will make announcements in the United States advising on the best course of action throughout different phases of the pandemic. This

information will be disseminated through different media including television, radio, print, and the internet.

- *Seasonal flu* (also known as *influenza*) is a respiratory illness that is contagious. Most people have some immunity, and a vaccine is available.

Activity:

Activity Time: 10 minutes

PowerPoint Slide 9: Differences between Seasonal Flu & Pandemic Flu Activity

- Distribute the *Differences Between Seasonal and Pandemic Flu* Worksheet, Appendix G.
- Tell participants, “**Consider the differences between seasonal flu and pandemic flu, and fill in the table with your answers. Complete the first section of the table as a group**” (optional)
- Participants will work in groups of 2 to 3, give groups 3 to 5 minutes to complete the remaining sections of “*Differences Between Seasonal and Pandemic Flu Worksheet*”.
- Once groups have completed the worksheet, review the correct answers with the class.

Leader's Note: Note the correct responses to the worksheet on newsprint based on the table below.

Differences Between Seasonal Flu and Pandemic Flu Worksheet – ANSWERS

Appendix G

Directions: Consider the differences between seasonal and pandemic flu, and fill in the table with your answers. Make any necessary corrections during the discussion.

	Cause	Symptoms	Who may be at risk	Impact on society
Seasonal Flu	Caused by influenza viruses that are similar to those already circulating among people.	Symptoms include fever, headache, tiredness, dry cough, sore throat, runny nose, muscle pain, and stomach symptoms such as nausea and vomiting and possibly diarrhea.	Deaths can be caused by complications to seasonal flu, such as pneumonia. Healthy adults are usually not at risk for serious complications. The very young, the elderly, and those with certain underlying health conditions are at increased risk for serious complications.	Seasonal flu generally causes a modest impact on society (e.g., some school closings, encouragement of people who are sick to stay home). <i>FYI - Every year in the United States on average:</i> <ul style="list-style-type: none"> • 5% to 20% of the population gets the flu • More than 200,000 people are hospitalized from flu complications; and <i>About 36,000 people die from the flu.</i>
Pandemic Flu	Caused by a <i>new</i> influenza virus that people have not been exposed to before. Likely to be more severe, affect more people, and cause more illness and deaths than seasonal flu because people will not have immunity to the <i>new</i> virus.	Symptoms may be similar to seasonal flu but may be more severe and complications more serious.	Healthy people may be at increased risk for serious complications.	The effects of a severe pandemic could be more damaging than those of seasonal flu. It could lead to high levels of illness, death, social disruption, and economic loss. Everyday life could be disrupted because so many people in so many places become seriously ill at the same time. Impacts could range from school and business closings to the interruption of basic services such as public transportation and food delivery.

*Adapted from the US Department of Health and Human Services, Centers for Disease Control and Prevention (CDC) 12/2008 www.cdc.gov.

Answer questions that participants may have at this point in the presentation.

Leader's Note: Frequently Asked Questions (FAQs) are questions participants might ask that are related to personal experience or information. FAQs provide factually based responses to help you address these questions. FAQs are not key points nor should they be routinely added to course content. FAQs are not expected to be addressed unless the same or similar questions are raised by participants.

Frequently Asked Questions

Q: What is the flu?

A: The flu (also known as *influenza*) is a contagious disease caused by an influenza virus. The virus infects the respiratory tract (nose, throat, lungs). Unlike many other viral respiratory diseases, such as the common cold, the flu can cause severe illness and life-threatening complications.

Q: How will I know if I have seasonal flu, pandemic flu, or a cold?

A: It will be safe to assume you have pandemic flu if government health officials have announced the presence of pandemic flu activity in your community and you have signs and symptoms similar to those being described in the media by local officials. The flu and the common cold are both viruses that affect the respiratory tract (nose, throat, lungs) and have similar symptoms. In general, the flu is worse than the common cold. Symptoms such as fever, muscle pains, tiredness, and dry cough are generally more common and intense with the flu than with the common cold.

Q: What should I do if I have symptoms similar to the flu?

A: Unless informed otherwise, contact a healthcare provider as soon as you notice the symptoms.

Q. What is the bird flu? What does the bird flu have to do with a flu pandemic?

A. *Bird (or avian) flu* is caused by influenza viruses that occur naturally among wild birds. The H5N1 influenza virus is deadly to birds and can be transmitted from birds to humans.

Scientists have been monitoring the avian influenza H5N1 virus for changes that can lead to human-to-human transmission for the potential of a flu pandemic.

Q. Can I get the bird flu from eating poultry?

A. It is safe to eat properly cooked poultry. Cooking with heat destroys germs, including the avian influenza virus. Use a food thermometer to ensure poultry has been fully cooked. An internal temperature of at least 165°F is necessary to kill food-borne germs, including the avian influenza virus. Information on how to properly cook poultry can be found at www.usda.gov/birdflu.

Guidelines for the safe preparation of poultry include the following:

- Wash hands with warm water and soap before and after handling food.
- Keep raw poultry and its juices away from other foods.
- After cutting raw meat, wash cutting boards, knives, and countertops with hot, soapy water.
- Sanitize cutting boards by using a solution of 1 teaspoon of chlorine bleach in 1 quart of water.

Bridge to Next Topic:

Tell the participants, “Now we are going to talk about how the influenza virus spreads.”

TOPIC 3: HOW THE INFLUENZA VIRUS SPREADS

Facilitation Time: 6 minutes

Activity:

Activity Time: 1 minute

PowerPoint Slide 10: How Contagious Viruses Spread

- Ask participants, “What are some ways that a contagious virus or germ can spread?”

Leader’s Note: Allow 2-3 participants to share their responses. Responses should include: coughing, sneezing, and touching contaminated objects.

Key Points:

PowerPoint Slide 11: How Flu Viruses Spread

- **The influenza virus can spread several different ways. There are 2 primary ways in which flu viruses can be transmitted from person to person.**
 1. **Droplet spread**
 - **A droplet is a tiny spray of moisture that is released from the mouth during coughing, sneezing, or speaking.**
 - **Droplet spread occurs when a person with the flu virus coughs or sneezes, releasing droplets, which land on the mouth, eyes or nose of a person nearby.**
 2. **Contact spread**
 - ***Direct contact* spread occurs when there is skin-to-skin contact with an infected person. This may occur when a person infected with the flu coughs or sneezes on their hand or other skin surface and then touches another person, such as when shaking hands. The other person then touches their eyes, nose or mouth and becomes infected with the virus.**
 - ***Indirect contact* spread occurs when a person infected with the flu coughs or sneezes on his or her hand and then transfers the virus to a surface by touching an object, such as a tissue, pen/pencil, keyboard, doorknob or telephone. Depending upon the type of surface, the flu virus can stay active for 12-48 hours. If during that time another person touches that object and then touches his or her own eyes, mouth or nose before doing any handwashing, that person is likely to become infected with the flu virus.**

Key Points:

PowerPoint Slide 12: *Classifying Employee Exposure to Pandemic Influenza at Work*

Distribute “*Classifying Employee Exposure to Pandemic Influenza at Work*”, Appendix H.

- **Individuals may also be at risk for catching the flu virus based on potential exposure in their work setting. An employee’s risk of occupational exposure to the flu virus during a flu pandemic may vary from very high to high, medium, or lower (caution) risk.**
- ***Very high exposure risk* occupations include healthcare workers (such as doctors, nurses, dentists) and lab workers that either perform aerosol-generating procedures on known or suspected pandemic patients, or that collect and handle specimens from known or suspected sources of pandemic influenza.**
- ***High exposure risk* occupations are those with high potential for exposure to known or suspected sources of pandemic influenza virus, such as health care workers that enter patients’ rooms or emergency medical technicians that transport patients.**
- ***Medium exposure risk* occupations include jobs that require frequent, close contact (within 6 feet) with the general public and/or co-workers. Examples include jobs in high-volume retail and schools.**
- ***Lower exposure risk (caution)* occupations are those that have minimal occupational contact with the general public and co-workers. Even at this level, employers should be cautious and develop preparedness plans to minimize employee infections.**

Answer questions that participants may have at this point in the presentation.**Frequently Asked Questions:**

Q: What is the lifespan of droplets on a contaminated surface?

A: Influenza viruses can live for 24 to 48 hours on nonporous (non-absorbent) surfaces and less than 12 hours on porous (absorbent) surfaces.

Q: Can I get the flu from a person who does not seem to be ill? How long is a person with the flu contagious?

A: The time period for when a person with an infection is contagious depends on the age and health of the person. Healthy adults may be able to infect others from 1 to 3 days prior to becoming sick and for 5 days after they first develop symptoms. Therefore, people who have the virus but don't have any symptoms may still pass it on to others. Some young children and people with weakened immune systems may be contagious for longer than a week.

Bridge to Next Topic:

- Tell participants, “**Now we will discuss public health strategies used to reduce the spread of pandemic flu and how to prepare yourself and your family for a potential flu pandemic.**”

Video Segment:

- Show Part 2 of video (7 minutes). Part 2 includes segments:
 - “*Public Health Prevention Strategies*”
 - “*Developing a Preparedness Plan for Yourself and Your Family*”
- *Pause DVD at the end of Part 2, when the video indicates to do so. Proceed to key points below.*

TOPIC 4: PUBLIC HEALTH PREVENTION STRATEGIES

PowerPoint Slide 13: Public Health Prevention Strategies

Facilitation Time: 8 minutes

Tell participants, “**As you saw in the video, when preparing for a flu pandemic, it safest to assume that *everyone* is at risk of becoming ill with the flu.**”

Key Points:

PowerPoint Slide 14: Public Health Prevention Strategies

- **There are several public health strategies that can be used to reduce the spread of pandemic flu.**
- **Sometimes officials suggest or institute restricted public activity to limit the spread in**

- the community of very contagious diseases, such as pandemic flu.
 - *Isolation*
 - *Quarantine*
 - *Social distancing*
- During isolation persons who have pandemic flu are separated from those individuals who do not have the illness. Isolation can occur when people remain at home or within a healthcare setting.
- During quarantine, persons who have been exposed to pandemic flu but are not yet symptomatic are separated from those who have not been exposed to the illness. These individuals will be asked to limit travel and daily activities. Restrictions could be placed on an individual, or on a group of people as part of larger public health precautions taken for the whole community.
- Social distancing takes place when a community imposes limits on social (face-to-face) interaction to reduce exposure to and transmission of a disease.

Activity:

Activity Time: 1 minute

Key Points:

PowerPoint Slide15: During a pandemic flu event, what approaches would help control the spread of pandemic flu?

- Ask participants: “**During a pandemic flu event, what do you think some approaches would be to help control the spread of pandemic flu in a community?**”
 - Responses may include:
 - *People volunteering to stay home for short periods of time*
 - *People being asked to stay home from work, as with bad weather days*
 - *Restrictions on people gathering, such as school or community events*
 - *Cancellation of public gatherings and public events*
 - *Closing public places, such as theatres and libraries*
 - *Closing mass transit*

- *Restrictions on travel or passage into and out of an area*

Key Points:

PowerPoint Slide 16: Safety through Vaccine?

- **Unlike seasonal flu, there is no vaccine for pandemic flu until researchers and pharmaceutical companies are able to create one, which takes time. Even if a vaccine is developed for pandemic flu, it will be a challenge to manufacture and dispense the vaccine to everyone in a timely manner.**

Bridge to Next Activity:

- Answer questions that participants may have at this point in the presentation.
- Tell participants, “**Now we will test your disease control IQ.**”

Activity:

Activity Time: 3 minutes

PowerPoint Slides 17-25

- Explain to participants that you are going to ask them a series of true and false statements to test their disease control IQ.
- Allow participants to respond aloud and review correct responses with the class.

Test Your Disease Control IQ: True or False Statements

1. Only the elderly, young children and people with weakened immune systems are at increased risk for getting the flu during a flu pandemic. T F
2. Isolation is used to separate people who have been exposed to an infectious disease from those who have not been exposed to the disease. T F
3. Since there’s no vaccine, there’s nothing a person can do to prevent getting pandemic flu. T F
4. Shaking hands is a primary way in which the influenza virus spreads person-to-person. T F

Correct Responses: Test Your Disease Control IQ

1. ***False.*** It is best to assume that everyone is at risk for getting the flu during flu pandemic. A flu pandemic is caused by a new influenza virus to which humans have little or no immunity. The Spanish Flu Pandemic of 1918-1919 showed that even healthy adults are vulnerable to serious complications and death during a flu pandemic.
2. ***False.*** *Isolation* is used to separate people who have an infectious disease such as pandemic flu from those who do not. *Quarantine* is used to separate people who have been exposed to an infectious disease from those who have not been exposed to the disease.
3. ***False.*** Proper and frequent hand washing and covering your mouth and nose with a tissue when coughing or sneezing are important healthy behaviors to help prevent the spread of pandemic flu.
4. ***True.*** There are two ways the virus can be transmitted; through *contact spread* (shaking hands) and *droplet spread* (coughing/sneezing).

Answer questions participants may have about ways to reduce the spread of pandemic flu.

Frequently Asked Questions:

Q: What are the different types of masks used for?

A: There are many types of masks used for different purposes. N95 masks are used to prevent inhalation of airborne particles. Surgical masks are required in healthcare for specific procedures and recommended in some home health care situations.

Q: Should I wear a mask at home while giving care to someone with the flu?

A: It may be helpful. The Department of Health and Human Services states that although to date no studies have shown that the use of masks at home will decrease the spread of infection, the use of surgical masks by the patient and/or caregiver during interactions may be of benefit. In conjunction with other prevention efforts, masks may be helpful in

preventing the spread of the virus.

Q: Where can I find guidance for mask usage during a flu pandemic?

A: The Centers for Disease Control and Prevention (CDC) and OSHA have issued guidance on using facemasks and respirators during a flu pandemic in a variety of settings such as household, community, workplace, and healthcare. Please refer to <http://www.pandemicflu.gov/vaccine/mask.html>.

Q: Should I get the seasonal flu vaccine, if the pandemic flu occurs?

A: Yes. Receiving the seasonal influenza vaccination would help prevent illnesses from seasonal influenza strains that may continue to circulate during a pandemic.

Q: How do I find out more about flu vaccines?

A: You can get more information by contacting the Centers of Disease Control and Prevention (CDC) at www.cdc.gov.

Bridge to Next Topic:

- Tell participants, “Now we are going to talk about developing a preparedness plan for yourself and your family during a potential flu pandemic.”

TOPIC 5: DEVELOPING A PREPAREDNESS PLAN FOR YOURSELF AND YOUR FAMILY

Facilitation Time: 7 minutes

PowerPoint Slide 26: Developing a Preparedness Plan for Yourself and Your Family

Tell participants, “Now we are going to move on to discuss some of the ways *you and your family* can prepare if a potential flu pandemic occurs. Every family, community, business owner and employee can benefit by having an emergency preparedness plan in place.”

Key Points:

PowerPoint Slide 27: Things to Consider

- When planning for a pandemic, consider how school and daycare closures, a smaller workforce and other changes to your community's infrastructure could disrupt your daily routine.
- As you think about developing a pandemic flu preparedness plan, consider the following:
 - Who you live with, how old they are and what their needs are.
 - Whether any household members require special care (such as children, elderly persons, persons with chronic illnesses or disabilities, and pets)
 - Consider what you will do if you cannot go to work or to public places, such as the market, home supply store, bank, or gas station.
 - What to do if members of your household have to stay at home or need to be separated from others, for a period of time.
 - Alternate health care facilities or clinics you may contact for help if your primary health care provider is unavailable during a flu pandemic.
 - What channels would be used to communicate with those in the workplace should employees need to telecommute or work in alternate locations (i.e. email, conference calls, video phones or chat rooms).

Key Points:

PowerPoint Slide 28: Make a Kit

- Part of developing a preparedness plan is gathering supplies together for an emergency preparedness kit.
 - Reduce your need to go out during a local flu pandemic by stocking extra food, water and supplies at home. If you do get sick and have extra supplies on-hand, you will help reduce the spread of pandemic flu by staying home.
 - Currently, the US Department of Health and Human Services (DHHS) recommends storing at least a 2-week supply of water and food at home. This may not be practical for everyone to do for a variety of reasons; however, having supplies set aside ahead of time will decrease your need to go out in public and become exposed to the flu virus and allow you to provide

immediate care to family members who become ill. Check for any updates or additional recommendations on www.redcross.org.

Activity (Optional)

Activity Time: 5 minutes

PowerPoint Slide 29: Pandemic Flu Planning for Yourself and Your Family - Activity

- Distribute a *Pandemic Flu Planning Worksheet*, Appendix I, to each participant.
- Tell participants, **“This is a worksheet for you to consider using and discussing at home to help plan for a potential flu pandemic.”**
- Allow participants about 3 minutes to consider how they would complete the *“Flu Pandemic Planning Worksheet”*. Encourage them to begin fill in the worksheets in class.
- Ask 1-2 participants to share how they would begin their plans. You do not have to go through each item on the Flu Pandemic Planning Worksheet.
- Distribute an *“Emergency Health Information Sheet*, Appendix J, to each participant and tell them, **“This sheet will also be useful as you plan for a flu pandemic. You can use it to fill in health information and emergency contact information for yourself and members of your household”**. You do not have to go over this worksheet during the session.

Leader’s Note: Additional supplemental information that may be helpful to participants when developing a flu preparedness plan for themselves, family members and the workplace is located on the CD-ROM.

Bridge to Next Topic:

- Answer any questions participants may have about developing a preparedness plan for themselves and their families.

Tell participants, **“Now we are going to talk about how your workplace can develop a pandemic flu preparedness plan and what can be done to prevent the spread of infection in the workplace.**

Video Segment:

Show Part 3 of video (6.5 minutes). Part 3 includes segments:

“Developing a Preparedness Plan for the Workplace”

“Preventing the Spread of Infection in the Workplace”

Leader’s Note: Pause DVD at the end of Part 3, when the video indicates to do so. Proceed to key points below.

TOPIC 6: DEVELOPING A PREPAREDNESS PLAN FOR THE WORKPLACE

Facilitation Time: 17 minutes

Tell participants, **“As you saw in the video, in the event of flu pandemic, small businesses and other employers will play a key role in protecting employees’ health and safety as well as limiting the negative impact to the economy and society. Planning ahead for pandemic flu is *critical* for the workplace.**

Key Points:

PowerPoint Slide 30: Developing a Preparedness Plan for the Workplace

- **During a flu pandemic, your business will rely on your response plan and the plans of your suppliers and customers. Employers can help ensure business continuity by working with employees, key vendors and customers now to minimize business losses when a pandemic flu event happens**
- **As a small business owner or employer, it’s important to have a Business Continuity Plan that would be activated during any disruption to the regular operations of the business.”**
- **Whether it’s a flu pandemic, a fire, a widespread power outage or other disaster, the impact on business operations may produce similar consequences.**
- **Having a plan in place ahead of time may minimize long term disruption and financial loss.”**

Key Points:

PowerPoint Slide 31: Business Continuity Planning

- **When developing this plan, it is important that both the employer and the employees be involved in the process.**
 - **Employees are considered the subject matter experts in the different functional areas of the workplace. Their input is valuable when developing a business continuity plan.**
- **When developing this plan, business owners should consider how absenteeism, change in commerce and interruption to your supply and delivery chain would affect the daily operations of your business and plan accordingly.**
- **Business continuity planning includes identifying clear job descriptions during a flu pandemic.**
 - **Consider essential (critical) vs. non-essential personnel.**
 - **Cross-train employees to serve in essential positions during an emergency.**
 - **Practice how decisions would be made if specific senior managers/leaders were unable to come to work or were to become ill.**
- **Instituting policies that allow or encourage employees to stay home when they are sick may stop the spread of pandemic flu in the workplace.**
 - **Flexible programs that meet both employee and business needs will maintain productivity and promote a healthier workplace during the challenging time of a pandemic flu event.**
 - **Allowing employees to make up lost hours**
 - **Telecommuting**
 - **Alternative hours**

Key Points:

Slide 32: Business Continuity Planning, cont'd.

- **Provide a healthier workplace by reducing the spread of pandemic flu by:**
 - **Stockpiling items such as soap, tissues, alcohol-based hand sanitizers, cleaning supplies and recommended personal protective equipment, such as masks and**

gloves for each employee. OSHA has guidance for mask usage based on occupational risk associated with exposure to pandemic flu in different types of workplace settings.

- Post signs to remind employees to clean their hands frequently and keep bathroom soap dispensers stocked.
- Supply alcohol based sanitizers wherever employees gather for greater convenience.

Key Points:

Slide 33: Business Continuity Planning, cont'd.

- Stock not only items to prevent the spread of infection, but materials and supplies that may not be able to be delivered by vendors during a flu pandemic.
- Once the business continuity plan is completed, practice implementing the plan to reinforce how the business would operate during a pandemic.

Bridge to Activity:

Tell participants, “Now each of you will have the chance to review a check list small businesses use to prepare for all types of disasters and emergencies, to determine what might be most important for your business to do as part of preparing for a flu pandemic.”

Activity:

Activity Time: 12-15 minutes

PowerPoint Slide 34: Get Started: Emergency Preparedness Checklist

Leader's Note: This is an activity that participants will do on their own, and report back to the larger group.

PowerPoint Slide 35: Emergency Preparedness Checklist: Activity Instructions

- Distribute a *Get Started: Emergency Preparedness Checklist for Small Businesses*, Appendix K to participants. After everyone has a checklist, tell participants to look it over. Once you have everyone's attention on the checklist say, “**This checklist is designed to help businesses think about how they would plan for all types of emergencies, not just for a**

flu pandemic. You'll see that there are three main sections on the checklist. Focusing only on sections 2 and 3 take a few minutes to identify those items YOU BELIEVE are most relevant to your position or role in the company. Select three specific steps that would be most important for the business to do as part of preparing and planning for flu pandemic now. Think about what could be done to ensure operations could continue, if the normal way of doing business everyday were to become disrupted"

- Individuals will have 5 minutes to review the checklist and identify three important items that they believe their business should address as part of pandemic flu planning. Participants should be thinking in terms of the role or position they have in the company; emphasize that they have a unique contribution to make to the planning process, based on their experience and understanding. If necessary, tell participants, **"As you complete this, keep in mind a pandemic flu plan won't be effective unless the business owners and employees work together and understand each other's responsibilities."**
- Once participants have selected three items from parts 2 and 3 of the checklist, ask for volunteers to share what they chose and to summarize for the larger group how they would get started on business continuity planning (discussing the three items they selected).

Leaders Note: Offer any suggestions to each group, that they may not have included in their planning. Also, be mindful that not all employees will be comfortable sharing their suggestions or ideas about business continuity planning with their employers in the same room.

- Tell participants, **We don't have time to get into developing your actual plan, but this checklist and actions taken in the video segment is designed to help you start on the process of developing a business continuity plan.**

Answer any questions participants may have about developing a business continuity plan.

Frequently Asked Questions:

Q: What is the definition of a small business?

A: A small business is defined as an employer of up to 250 employees at one location or

up to 500 employees at more than one location.

Q: If I work at a faith-based or community organization, should I prepare for pandemic flu?

A: Yes. The collaboration of Faith-Based and Community Organization with public health agencies will be essential in protecting the public's health and safety during a flu pandemic. Refer to *Faith-Based & Community Organizations Pandemic Influenza Preparedness Checklist* located on the CD-ROM to help develop a preparedness checklist for your facility.

Bridge to Next Topic:

- Tell participants, **“In this next section we will talk about ways to prevent the spread of infection in the workplace.”**

TOPIC 7: PREVENTING THE SPREAD OF INFECTION IN THE WORKPLACE

Facilitation Time: 5 minutes

PowerPoint Slide 36: Preventing the Spread of Infection in the Workplace

Key Points:

- **There are some universal practices that every business can adopt, that will help to protect their environments, employees, customers, community and their bottom line.**

PowerPoint Slide 37: Preventing the Spread of Infection in the Workplace

- **Employers should promote, and help employees maintain, a healthier workplace environment by:**
 - **Asking employees to stay home if they are sick.**
 - **Encouraging frequent hand washing.**
 - **Making tissues and hand sanitizers available for employees and customers.**
 - **Making trash receptacles easily assessable to both employees and customers.**

- **Encouraging employees to regularly disinfectant their desks, office equipment, common areas and other frequently touched surfaces.**

Activity:

Activity Time: **1-2 minutes**

PowerPoint Slide 38: What are some of the commonly used or touched items in your work places?

- Ask participants, **“If you think about what you saw in the video, what are some of the “commonly used or touched items in your work places?”**
- *Allow 3-4 participants to respond. Responses may include: door knobs, telephones, water fountains, computers, copy machines, printers, paper, machinery etc.*
- Tell participants, **“These commonly used items should try to be avoided to prevent the spread of infection during a flu pandemic.**

Bridge to Next Activity:

Tell participants, **“In this next activity we will talk about how some of the healthy habits we learned as children will help us at work in the event of a flu pandemic.”**

Activity:

Activity Time: 1-2 minutes

PowerPoint Slide 39: What are some of the lessons you learned as a child that you think will be useful in the event of a flu pandemic?

- Ask participants, **“What are some of the lessons you learned as a child that you think will be useful in the event of a flu pandemic?”**
Leader’s Note: Allow 3-4 participants to respond. Responses may include: washing hands, cover coughs and sneezes, using tissues.
- Give a *Skill Sheet: Washing Hands*, Appendix L to each participant. Refer participants to steps of hand washing on skill sheet. Tell participants, **“As you saw in the video, frequent and correct hand washing is one of the best ways to prevent the spread of the flu virus wherever you are”**

Key Points:

PowerPoint Slides 40: Workplace Healthy Habits

- **The best way to protect yourself and others is to practice healthy habits to keep you well now and during a flu pandemic. Making these health behaviors “habits” will make them easier to do later. These include--**
 - **Cleaning your hands often with soap and water, or use an alcohol-based hand sanitizer that composed of least 60% to 95% alcohol. This will kill germs and reduces the chance of spreading flu from one person to another.**
 - **Covering your mouth with a tissue when coughing and sneezing, and cleaning your hands afterwards. Dispose of the tissue in a waste container.**
 - **If you do not have a tissue, cough into your elbow or the upper part of your arm. Do not cough or sneeze into your hands.**
 - **Keeping your hands away from your eyes, nose, and mouth to keep flu germs from entering your body.**
 - **Staying away from people who are sick. Respiratory droplets passed from one person to another increases the spread of flu. These droplets can pass from one person to another by being in close contact, sharing utensils, sharing cups, bottles, kissing and using the same telephone.**
 - **Avoiding contact with common objects (telephones, door handles, keyboards, pens, etc) that other people touch which may play a role in the spread of flu from one person to another.**
 - **Getting a flu vaccine or flu shot every Fall. Even though it’s not designed to protect against pandemic flu, it will help you stay healthy and avoid seasonal flu.**

Activity:

Activity Time: 2-3 minutes

Power Point Slide 41: If someone at work is ill with the flu, what are some actions you can take to prevent the spread of the flu in the workplace?

- Ask participants, **“If someone at work is ill with the flu, what are some actions you can take to prevent the spread of the flu in the workplace?”**
- *Responses may include:*
 - *Keep everyone’s personal work items separate*
 - *Regularly wipe common objects with disinfectant*
 - *Regularly wash hands with soap and water*
 - *Minimize contact with anyone that may have been exposed to the sick person.*

Answer any questions participants may have about prevention behavior in the workplace

Frequently Asked Questions

Q: What kind of practices can my company adopt to prevent the spread of infection?

A: In addition to the healthy hygiene practices we have discussed today, OSHA has provided similar guidance about safe and proper work procedures that should be used to reduce the duration, frequency or intensity of exposure to infection. OSHA refers to these as “work practice controls” which include: providing “no-touch” items, encouraging employees to obtain seasonal flu vaccines and offering up-to-date education and training on influenza risk factors. When developing safe work practice controls specific to your work setting, it is a good idea to ask your employees for their suggestions, since they have firsthand experience with the tasks. These procedures should be instituted and followed by managers, supervisors and employees.

For additional information on specific steps to take to protect employees based on risk exposure, see [Guidance on Preparing Workplaces for an Influenza Pandemic \(OSHA 3327-02N 2007\)](#), pages 28-35. This publication is available at www.osha.gov/Publications/OSHA3327pandemic.html

Q: As an employer, should I provide my employees with facemasks or respirators?

What’s the difference between the two?

A: You should look at the level of occupational risk your employees are exposed to in order to decide whether to provide facemasks or respirators. OSHA has recommendations under each classification of risk for using these items. Facemasks (also known as surgical,

dental, medical procedure, isolation and laser masks) help stop droplets from being spread by the person wearing them. They also keep splashes or sprays from reaching the mouth and nose of the person wearing the facemask. They **are not** designed to protect you against breathing in very small particles. A respirator (for example, an N-95 or higher filtering facepiece respirator) is designed to protect you from breathing in very small particles, which might contain viruses. Please refer to OSHA's *Guidance on Preparing Workplaces for an Influenza Pandemic*, www.osha.gov/Publications/OSHA3327pandemic.html. If OSHA determines from risk analysis that employees will be required to use regulated respiratory protection such as an N95 or other NIOSH approved respirator, they are required to follow regulations under 29 CFR 1910.134. This standard requires employers to provide employees with medical clearance, respirator training, and employee fit testing. Additional information is available at www.osha.gov.

Q: When should an employer apply changes to their work practices?

A: Work practices should be changed when they are insufficient to protect employees. In this case, employers may need to make changes to the work environment to reduce work-related hazards. Referred to as “engineering controls”, these are permanent changes to the work place that reduce exposure to hazards and do not rely solely on employee or customer behavior. Some examples of these types of controls would be installing sneeze guards and drive through windows that provide a structural barrier between people and potentially reduce transmission of infection.

Q: After removing gloves should I wash my hands?

A: Yes. Employees should wash their hands after removing gloves in case their hand(s) have become contaminated while taking off the gloves.

Q: Are hand sanitizers effective in preventing the spread of germs?

A: When hands are not visibly soiled or dirty, alcohol-based hand sanitizers composed of at least 60% alcohol are an effective hand cleaning option.

Q: Can I use household disinfectants or cleaners in the workplace?

A: Yes. Be sure the disinfectants or cleaners used are not harmful to self, employees or

office equipment. When using disinfectants or cleaners, pay attention to any hazard warnings and instructions on the labels. Do not mix disinfectants and cleaners unless the labels indicate it is safe to do so. Combining certain products (such as chlorine bleach and ammonia cleaners) can be harmful, resulting in serious injury or death.

Q: If I do not have household cleaner or disinfectant what can I use to clean with?

A: You can use a fresh mixture of $\frac{1}{4}$ cup household bleach with 1 gallon of water. For a smaller amount use 1 tablespoon of bleach with 1 quart of water.

Q: Should group meetings be held during a flu pandemic?

A: Minimize situations where groups of people are gathered together, such as in person meetings. Use e-mail, conference calls and text messaging to communicate with each other.

Bridge to Next Topic:

- Tell participants, **“Part 4 of the video will discuss what you can do to stay informed about a potential flu pandemic.”**

TOPIC 8: CONCLUSION: BE INFORMED

PowerPoint Slide 42: Be Informed

Facilitation Time: 3 minutes

Video Segment:

- Show Part 4 of video (2.5 minutes). Part 4 includes closing segment:
“Be Informed”

Leader’s Note: Stop DVD once it concludes. Proceed to key points below.

Key Points:

- **This presentation is a broad overview of ways you can start preparing for a flu pandemic. Creating a comprehensive pandemic flu plan for your workplace is one way to start preparing, another is by staying informed.”**

Key Points:

PowerPoint Slides 43: Be Informed

- **You can stay informed by visiting official Websites such as www.redcross.org, or www.pandemicflu.gov, which is maintained by the US Department of Health and Human Services and, and the OSHA (Occupational Health and Safety Administration) website: www.osha.gov.**
- **Your state and local health departments can provide information specific to your local community.**

Leader’s Note: Print the numbers of the local American Red Cross chapter and health department on newsprint or board. Alternatively, you may create a brief handout that contains local contact information.

Activity:

- **Ask participants: “In closing, what ways will you start to prepare yourself, your family and your workplace for a flu pandemic?”**
- *Responses may include:*
 - *Develop an emergency family plan*
 - *Develop a business continuity plan*
 - *Get a flu vaccine*

Power Point Slide 44: Questions? Thank you!

Answer any remaining questions.

- **Distribute post-training survey** and tell participants, **"Please complete your post-training survey before leaving."** Return surveys to participants for completion.

“This will conclude the presentation today. Thank you for participating.”

Show Power Point Slide 45 – OSHA Disclaimer while participants are completing surveys.

Leader's Notes:

- Provide additional handouts as appropriate. Supplemental information can be found on the CD-ROM).
- ***Complete a Pandemic Flu Presentation Leader Activity Report*** (Appendix E [Revised August 2006]) and any other paperwork, and submit it to your local Red Cross chapter.
- ***Complete the Workplace Presentation Log Sheet*** and include it in the package of pre-and post-training surveys that will be sent to national headquarters.

Section C - APPENDICES

Appendix A - The Americans with Disabilities Act Course Modification Guide

The Americans with Disabilities Act bars discrimination against people with disabilities in places of public accommodation. Title III of the law bars private entities (schools, banks, restaurants, social service agencies, offices, retail sales establishments, etc.) from discriminating against individuals with disabilities in the provision of their goods and services. Individuals with physical or mental disabilities may not be denied full and equal enjoyment of the goods, services, facilities, advantages or accommodations offered to the public. A place of public accommodation may not discriminate against its patrons, clients, invitees or guests on the basis of real or perceived disabilities.

The law applies to American Red Cross Health and Safety Services because of the public course offerings, and the availability of certification is significantly affected. For this reason, every chapter must examine its ability to provide services to a population with diverse needs. In addition, every Red Cross representative who comes in contact with the public or makes decisions that affect the public should be made aware of the law.

For years, the American Red Cross has trained individuals whose needs required special accommodation to meet the specific objectives set forth in our courses. These decisions have been based on a doctrine of fairness to the individual within standards set forth in the courses. The Americans with Disabilities Act requires close examination of course objectives and a good-faith effort to accommodate, within reason, all those who seek training.

General Recommendations for Leaders

- Allow full access to anyone seeking admission to a course, regardless of real or perceived disabilities.
- Tell participants in every course to participate within the limits of their abilities and learn as much as they can. For those individuals, focus on helping them to learn as much as possible.
- Use available resources to assist people with special needs.
- Provide for the safety of all participants and for your own personal safety. Do not provide assistance to a participant beyond the extent to which you feel comfortable.
- Check regularly with the chapter in whose jurisdiction you are teaching to keep abreast of changes in resources and policies.

Course Modification

This appendix is designed to provide you with insights into providing training opportunities to a diverse population. The courses you teach could include a mix of people who have special needs and those who do not. These courses have been designed to give you the flexibility to train participants who have a wide range of needs and still maintain course standards.

People with Reading Difficulties

If you believe that a course includes participants who have reading difficulties, you should discuss the problem with those participants individually and privately without attracting the attention of the rest of the class.

Identifying People with Reading Difficulties

Course participants, ages 12 and older, will do some reading during this course. The challenge for the leader is to identify participants with reading difficulties. You must be prepared to detect any such difficulties and provide those participants with every opportunity to succeed. Through observation, you may be able to detect that an individual has reading difficulties.

Problems with reading skills may be present when a participant says that he or she:

- Forgot his or her glasses; and
- Has not done well in educational settings.

Problems may also be present when a participant does not follow along or flips pages as the leader reads.

People with Physical Limitations

These individuals include those who have a hearing disability, are legally blind, lack full use of limbs or have any other disability that prevents them from participating in a course unless it is specially modified.

People who are Deaf or Hard of Hearing

The ability to communicate directions is necessary for a participant to fully take part in course activities. An interpreter should be used whenever possible.

Appendix B Styles of Learning

Leader's Note: The following excerpts are from the American Red Cross Fundamentals of Instructor Training Course, August 2000.

THE LEARNER'S PERSPECTIVE

There are diverse definitions of “learning.” Most would agree that learning:

- Involves the process of change;
- Requires acquisition of new knowledge, skills or attitudes;
- Comes from study and/or life experiences;
- Occurs over a period of time; and
- Is a lifelong process.

American Red Cross courses include three types of learning:

- **Affective:** Change in attitudes and/or behavior;
- **Cognitive:** Introduction of new facts, concepts and skills; and
- **Psychomotor:** Introduction of new motor skills.

In most cases, American Red Cross courses have standardized outlines with required or recommended activities and strategies that allow leaders to provide consistent, high-quality instruction that:

- Meets the participants' need for accurate information;
- Builds correct psychomotor skills; and
- Facilitates the participants' ability to make decisions and solve problems.

In many American Red Cross courses, participants learn through reading, completing written exercises, practicing skills and/or participating in group activities. Participants learn in different ways and at different speeds and bring to class diverse characteristics that affect their ability to learn. Some people are visual learners, while others may prefer to read course materials. Some participants in American Red Cross classes may have specific disabilities, such as visual impairment, hearing impairment or limitations in mobility, strength and/or coordination. Leaders must be flexible and creative to accommodate the special needs of these learners and to enable them to meet the objectives of the course. For more information on accommodation, please refer to Appendix A, The Americans With Disabilities Act—Course Modification Guide, in this Leader’s Guide.

M.A.R.S.

Through pre-planning and ongoing evaluation during a class, leaders can address individual learning needs and characteristics through the use of specific strategies to enhance learning and overcome barriers. These strategies, which can be remembered with the mnemonic **M.A.R.S.** (motivation, association, repetition and senses), are used throughout American Red Cross courses to enhance learning.

- **Motivation**: Participants learn more effectively when they find value in the subject and/or are goal-directed.
- **Association**: Participants learn more readily when they can associate the information with previous experiences or learning.
- **Repetition**: Review, summary and practice provide repetition that helps participants learn.
- **Senses**: Learning occurs more rapidly when participants are engaged and actively involved in the learning process through the use of as many of the five senses as possible.

EFFECTIVE LEADERS

Consider that the role of an effective leader is to help students learn, and leaders have or can develop qualities and skills to fulfill that role. Think back to previous teachers, instructors or facilitators you have known who helped you learn. What are some qualities these effective teachers had that encouraged learning? Some examples might include:

- Good communication skills;
- Enthusiasm;
- Knowledge of the subject;
- Patience;
- Flexibility;
- Good listening skills;
- Positive attitude;
- Encouraging;
- Ability to make content interesting and challenging;
- Talent for engaging students in participating in the learning experience;
- Values the opinions and views of participants;
- Neutral and nonjudgmental; and
- Treats all participants with respect.

Leaders teaching American Red Cross courses should strive to achieve the following:

- Guide by the commitment to provide education in ways that are nonjudgmental and culturally sensitive;
- Maintain a nonjudgmental perspective that accepts the right of all people to have their own values, attitudes and beliefs;

-
- Be culturally sensitive, recognizing that groups and communities have their own sets of values, attitudes, beliefs and traditions that influence how group members understand and respond to the world;
 - Give information and answer questions in ways that show respect for all participants;
 - Respond with factual information as contained in the specific course outline and instructional materials while not including their own values, attitudes or beliefs as they give information and answer questions;
 - Be prepared to answer participants' questions or know where to find the answers. Admit when you don't know the answer and refer participants to an appropriate resource.
 - Possess the ability to communicate clearly;
 - Know that good communication involves both verbal and nonverbal components; and
 - Be sensitive to the diversity participants bring to a class, and remember that different life experiences may affect whether the person receiving and processing information understands it in the way that is intended by the person communicating the information.

Leaders can check to see if participants understand the information that has been communicated. Some suggestions include:

- Asking for questions about what has been said;
- Observing facial expressions or body language that indicates puzzlement;
- Asking students to demonstrate skills that have been demonstrated to them; and
- Asking open-ended questions that encourage students to display their understanding of material.

Think about what kind of nonverbal communication may enhance a leader's communication with a class. Possibilities include:

- Smiling, friendly demeanor;
- Nodding, providing positive affirmation to participants;

-
- Making eye contact with participants;
 - Leaning toward the participants;
 - Open arms, rather than crossing arms; and
 - Moving among participants during activities.

Common instructional strategies used in American Red Cross courses include:

- Presenting information;
- Facilitating discussions;
- Facilitating task groups; and
- Teaching psychomotor skills.

All American Red Cross courses include some presentation as part of teaching a course. Most courses have a standardized lesson plan with the points of the presentation prepared and identified as “Key Points.”

When preparing for and delivering a presentation, leaders should:

- Practice and time the delivery, speaking clearly and at an appropriate language level while modulating your voice so that it is not monotone;
- Arrange the seats so that all participants can see and hear; and
- Plan how you will stand, sit or move about in the front of the group, trying to remain as close to the participants as possible.

CLASSROOM MANAGEMENT

In addition to applying specific teaching strategies, an effective leader must also have the ability to manage the class and provide a good learning environment. The leader must manage the

classroom, the participants and the learning process. Consider these suggestions on how a leader might effectively manage a class:

- Make participants feel welcome and comfortable;
- Have equipment ready for use at the start of the class;
- Know the subject matter and the flow of the course;
- Give clear, easy-to-understand directions;
- Set up skill sessions in an organized manner, if applicable;
- Give feedback appropriately; and
- Stay within the allotted time.

These strategies are more easily remembered with the mnemonic **B.A.S.I.C.**, They are used in all American Red Cross courses to help instructors provide a good environment for learning:

- **Bridging**—Linking ideas from one section of the course to another. It connects ideas and allows for learning to be tied to other ideas and teaching from the known to the unknown.
- **Assigning tasks**—Used whenever students are asked to participate in an activity. The purpose is to involve students in an activity in which they accomplish an objective.
- **Summarizing**—Used to clarify the key learning concepts or objectives presented. It gives a sense of closure to a topic.
- **Intervening**—Stepping in during the course to ensure positive learning outcomes. Examples include:
 - Clarifying a point;
 - Keeping the subject on track; and
 - Providing feedback.
- **Climate setting**—Setting the stage at the beginning of the teaching experience to provide a framework in which effective learning can take place. Examples include:

- Post directions to the classroom;
- Greet students as they arrive; and
- Help students feel comfortable and indicate you are pleased to have them attending.

PROVIDING FEEDBACK

There are two types of feedback that effectively promote learning: positive and corrective feedback. Positive feedback is an acknowledgment of a correct participant response or action. It can be communicated by a gesture, a nod, a smile or a statement that gives positive feedback. Corrective feedback is an acknowledgement of an incorrect participant response or action along with providing the correction. Corrective feedback is done in a nonjudgmental and positive manner. In giving corrective feedback:

- Identify the error or behavior in a nonjudgmental way;
- Define the results; and
- Provide or describe the corrective action or lead the participant to provide his or her own correction.

FACILITATING DISCUSSION

The course lesson plan has been designed to enable the leader to maximize learning through facilitation of class discussion and participant input. Facilitation is based on the concept of **push**, **pull** and **balance**.

- **Push** skills are when information flows mostly from facilitator to participants (e.g., lecture).
- **Pull** skills are when the facilitator engages participants in a discussion through interactive exercises, asking and answering questions or other processes that actively involve participants in their own learning.
- **Balance** skills involve appropriate levels of participation, appropriate levels of content and maintaining a nonjudgmental approach.

- Leaders should use caution that one approach is not used too much during a given course.

When facilitating classroom discussion and participant responses, keep in mind the following points:

- Maximize class interaction by not simply presenting information to participants in a one-sided flow;
- Promote an open exchange of information and ideas by asking open-ended questions (questions that begin with “what,” “who,” “when,” “where” or “how”) and waiting for responses, listening and managing silence and referring participant questions back to the group for discussion and resolution;
- Balance discussion by giving and receiving feedback, maintaining an open perspective, climate setting, staying on the topic and managing time effectively; and

Utilize facilitation techniques that allow you to:

- Evaluate participants’ knowledge and understanding throughout the course;
- Evaluate the needs of the group and focus the activities around those needs;
- Build on participants’ previous knowledge and skills; and
- Keep participants engaged and interested throughout the course and help them learn from one another.

Small-Group Exercises

Small-group exercises consist of two to four participants working together to solve a problem or complete an activity. The exercises allow participants to use one another’s knowledge to solve problems.

Large-Group Exercises

A large-group exercise uses large numbers of participants or the whole class to solve a problem or complete an activity. When the entire class works together, it provides an opportunity to exchange ideas, discuss a problem and think about the many ways to solve a problem.

Lectures

Leader presentation is sometimes the most effective way to deliver information. A lecture should be kept as brief as possible because it is a passive way for participants to learn. Too much lecturing causes participants to become disengaged, resulting in less effective learning. When you are lecturing, it is often helpful to use pre-written bullet points on newsprint, a chalkboard or a dry-erase board to focus participants on the most important content.

Appendix C

Preparing Small Business Workplaces for Pandemic Flu Leader Orientation Verification Form

Leaders' Name _____

Address _____

City _____ State _____ Zip _____

Phone _____

E-mail _____ Red Cross ID Number _____

Instructions: Please return this completed form to your chapter of affiliation.

Verification of Orientation to Preparing Small Business Workplaces for Pandemic Flu Presentation

I attended a group orientation session.

Date of session _____ Location _____

Signature of H&S Administrator

Printed Name of H&S Administrator

-OR-

I completed a self-study.

I certify that I have reviewed the following materials as a part of either the self-study or group orientation session:

American Red Cross Preparing Small Business Workplaces for Pandemic Flu Leader's Guide

American Red Cross Preparing Small Business Workplaces for Pandemic Flu DVD

American Red Cross Preparing Small Business Workplaces for Pandemic Flu PowerPoint presentation

American Red Cross Preparing Small Business Workplaces for Pandemic Flu CD ROM

Leader's Signature

Date

Appendix D

Leader Agreement and Code of Conduct

The American Red Cross agrees to-

- Provide the quality training needed to help you carry out your responsibilities to prepare for, conduct, report on and evaluate American Red Cross courses.
- Provide, when applicable and in good condition, the appropriate materials, supplies, and equipment needed to meet the requirements of each course you teach.
- Provide timely course and instructor updates and, when required, updates on skills.
- Establish and explain all national and local policies, regulations and procedures that relate to your responsibilities, including the American Red Cross Code of Conduct that is included in this document.
- Provide effective, timely support and guidance.
- Provide supervision for and evaluation of your teaching performance.

As an American Red Cross Leader, I agree to-

- Follow all the current policies, regulations and procedures of the American Red Cross related to the conduct and administration of American Red Cross courses, including the American Red Cross Code of Conduct.
- Follow the specific requirements, as outlined in my respective Leader's Guide.
- Accept supervision and evaluation of my responsibilities by the American Red Cross.
- Follow through on all classes I agree to teach, including teaching the complete curriculum for each American Red Cross course and presentation, completing required records in a timely and accurate manner, and providing appropriate American Red Cross course certificates or other recognition to participants.
- Recognize that American Red Cross materials are copyrighted and may be reproduced only with the permission of the American Red Cross at national headquarters.
- Identify myself as an American Red Cross representative and the course materials as those of the Red Cross.
- Recognize that this Agreement remains in effect as long as my affiliation is maintained with the American Red Cross.

I acknowledge that my failure to follow the policies, regulations and procedures related to the conduct and administration of the American Red Cross courses, including the Code of Conduct, may result in termination of this Agreement and suspension of my authorization to teach American Red Cross courses and issue American Red Cross course completion certificates.

American Red Cross Code of Conduct

All American Red Cross Leaders agree to comply with the following Code of Conduct:

No volunteer or paid staff member shall:

1. Authorize the use of or use for the benefit or advantage of any person, the name, emblem, endorsement, services, or property of the American Red Cross, except in conformance with American Red Cross policy;
2. Accept or seek on behalf of himself or any other person, any financial advantage or gain of other than nominal value offered as a result of the volunteer or paid staff member's American Red Cross affiliation;
3. Publicly utilize any American Red Cross affiliation in connection with the promotion of partisan politics, religious matters, or positions on any issue not in conformity with the position of the American Red Cross;
4. Disclose any confidential American Red Cross information that is available solely as a result of the volunteer or paid staff member's affiliation with the American Red Cross to any person not authorized to receive such information or use to the disadvantage of the American Red Cross any such confidential information, without the express authorization of the American Red Cross;
5. Knowingly take any action or make any statement intended to influence the conduct of the American Red Cross in such a way as to confer any financial benefit on such person or on any corporation or entity in which the individual has a significant interest or affiliation; or
6. Operate in any manner that is contrary to the best interest of the American Red Cross.

In the event that a Leader's obligation to operate in the best interests of the American Red Cross conflicts with the interests of any organization in which he or she has a financial interest or with which he or she is affiliated, the Leader shall disclose such conflict to the American Red Cross as soon as he or she becomes aware of it.

American Red Cross Chapter or Unit

Printed Name of Leader (and ID Number)

Signature of Chapter or Unit Representative

Signature of Leader

Title of Chapter or Unit Representative

Date

Appendix E

Leader Activity Report

LEADER	_____ <small>(last name, first name, middle initial)</small>	
ADDRESS	_____ <small>(street)</small>	
PHONE	_____ <small>(city, state, zip code)</small>	E-MAIL
UNIT OF AUTHORIZATION	_____	
ADDRESS	_____	
CO-LEADER	_____	
ADDRESS	_____ <small>(last name, first name, middle initial)</small> _____ <small>(street)</small>	
PHONE	_____ <small>(city, state, zip code)</small>	E-MAIL
UNIT OF AUTHORIZATION	_____	
ADDRESS	_____	
Check here if address and/or phone number is new for the leader or co-leader. <input type="checkbox"/>		
COMMENTS	_____	

SPONSORING AMERICAN RED CROSS UNIT		

TRAINING SITE INFORMATION <small>(name of authorized provider (AP), school, workplace, community organization or Red Cross unit)</small>		
NAME _____		
AUTHORIZED PROVIDER ID NUMBER _____		
STREET _____		
CITY, STATE, ZIP _____		
HOW PRESENTATION WAS DELIVERED		
<input type="checkbox"/> Full-Service Contract <input type="checkbox"/> Community <input type="checkbox"/> Authorized Provider		
TRAINING AUDIENCE - Provide the appropriate code that best describes the training audience:		
OW=Occupational/Workplace (Manufacturing, Administrative/Offices, Retail Stores/Malls, Transportation Centers)		
MR=Medical/Rescue (Hospitals, EMS/Fire, Police)		
A=Academic (K-12, Colleges/Universities, trade schools)		
C=Consumer (Youth Groups, Military, Organizations, Religious Grp, Parks & Recreation/Government)		
ETHNIC/ORIGIN INFORMATION	GENDER	
White	Black or African American	Male
Hispanic or Latino	American Indian/Alaskan Native	Female
Asian	Native Hawaiian or Pacific Islander	Did Not Report

PRESENTATION INFORMATION – Provide the information requested below for each presentation taught. For the presentations conducted, place a check under the proper name. Use one row per presentation. By submitting this form the leader acknowledges that the presentations were taught according to American Red Cross standards.

Date of Presentation	Preparing Small Business Workplaces for Pandemic Flu Number Enrolled	Training Audience Code	Name of Co-Leader	LMS or CHERS Class Number

I certify this training session(s) have been conducted in accordance with the requirements and procedures of the American Red Cross. Note: All co-leaders named above must sign or include their ID numbers.

LEADER SIGNATURE or ID NUMBER				CO-LEADER SIGNATURE or ID NUMBER			
Office Use Only	Fees Collected	Red Cross Branch	Date Received	Date Certificates Issued	Date Recorded	Initials of Person Entering Data	Authorized Provider ID Number

General Directions – Pandemic Flu Presentation Leader Activity Report Form

Use of this Form

This form is intended to be used only for those presentations listed on this form. This form can be accepted by fax, e-mail or regular mail, and it should be completed within ten (10) business days of completion.

Return Completed Form

Send the completed form the American Red Cross chapter in which jurisdiction the presentation(s) was conducted. The chapter can be located on the American Red Cross Web site at www.redcross.org under "Find Your Local Red Cross."

LEADER and CO-LEADER INFORMATION

Provide all the information requested. The "Leader ID Number" is provided by the American Red Cross chapter for which you teach. This ID number can be substituted for the signature when the form is sent to the chapter by e-mail. Please check the box if the address or phone number provided is new.

COMMENTS

Record any important information, such as problems with the equipment.

SPONSORING AMERICAN RED CROSS UNIT

Enter the name of the American Red Cross chapter, station or unit in which jurisdiction the presentation(s) were conducted.

TRAINING SITE INFORMATION

Enter the name and address of the authorized provider, school, workplace, community organization or American Red Cross unit where the presentations were conducted. The Authorized Provider ID number may be provided by the local American Red Cross chapter.

TRAINING AUDIENCE CATEGORIES

Choose the category that best represents those who attend the training. Examples are included for each category. Place the code in the "Training Audience Code" column for each presentation recorded on this form.

ETHNIC ORIGIN INFORMATION and GENDER

It is optional for presentation participants to provide this information. If a participant chooses not to provide his or her ethnicity, count the person under "Did Not Report". Contact your local American Red Cross chapter for reporting requirements. Forms may be available to collect statistical information for funding agencies (e.g. United Way).

PRESENTATION INFORMATION

In this section provide the requested information for each presentation taught. Only one (1) presentation should be reported per line.

Place a check in the box for the presentation(s) that was conducted.

There should only be one (1) check per line.

Number Enrolled

List the number of participants enrolled for the presentation.

Start Date and End Date

For the presentation checked, list the start and end date.

Training Audience Code

Choose the code that best represents those who attended the training.

Name of Co-Leader

If there was a co-leader, list his or her name.

LMS or CHERS Class Number

This space is for use by the American Red Cross chapter.

Leader Signature or ID Number

In order for the activity report to be valid, the leader and co-leader must sign the completed form or provide an identification number assigned by the local American Red Cross chapter.

Appendix F

Agenda

PREPARING SMALL BUSINESS WORKPLACES FOR PANDEMIC FLU AGENDA

TOPICS

Part 1

1. Welcome and Introductions
2. Learn the Facts – What is a Flu Pandemic?
3. How the Influenza Virus Spread

Part 2

4. Public Health Prevention Strategies
5. Developing a Preparedness Plan for Yourself and Your Family

Part 3

6. Developing a Preparedness Plan for the Workplace
7. Topic Preventing the Spread of Infection in the Workplace

Part 4

8. Conclusion: Be Informed

Appendix G

Differences Between Seasonal and Pandemic

Flu Worksheet



Differences Between Seasonal Flu and Pandemic Flu Worksheet

Directions: Consider the differences between seasonal and pandemic flu, and fill in the table with your answers. Make any necessary corrections during the discussion.

	Cause	Symptoms	Who may be at risk	Impact on society
Seasonal Flu	Caused by influenza viruses that are similar to those already circulating among people.	Symptoms include fever, headache, tiredness, dry cough, sore throat, runny nose, muscle pain, and stomach symptoms such as nausea and vomiting and possibly diarrhea.	Deaths can be caused by complications to seasonal flu, such as pneumonia. Healthy adults are usually not at risk for serious complications. The very young, the elderly, and those with certain underlying health conditions are at increased risk for serious complications.	Seasonal flu generally causes a modest impact on society (e.g., some school closings, encouragement of people who are sick to stay home). <i>FYI - Every year in the United States on average:</i> <ul style="list-style-type: none"> • 5% to 20% of the population gets the flu • More than 200,000 people are hospitalized from flu complications; and About 36,000 people die from the flu.
Pandemic Flu				

*Adapted from the US Department of Health and Human Services, Centers for Disease Control and Prevention (CDC) 12/2008.

Appendix H

Classifying Employee Exposure to Pandemic Influenza at Work

Classifying Employee Exposure to Pandemic Influenza at Work

Source: Guidance on Preparing Workplaces for an Influenza Pandemic (OSHA 3327-02N 2007)

Employee risks of occupational exposure to influenza during a pandemic may vary from very high to high, medium, or lower (caution) risk. The level of risk depends in part on whether or not jobs require close proximity to people potentially infected with the pandemic influenza virus, or whether they are required to have either repeated or extended contact with known or suspected sources of pandemic influenza virus such as coworkers, the general public, outpatients, school children or other such individuals or groups.

- *Very high exposure risk* occupations are those with high potential exposure to high concentrations of known or suspected sources of pandemic influenza during specific medical or laboratory procedures.
- *High exposure risk* occupations are those with high potential for exposure to known or suspected sources of pandemic influenza virus.
- *Medium exposure risk* occupations include jobs that require frequent, close contact (within 6 feet) exposures known or suspected sources of pandemic influenza virus such as coworkers, the general public, outpatients, school children or other such individuals or groups.
- *Lower exposure risk (caution)* occupations are those that do not require contact with people known to be infected with the pandemic virus, nor frequent close contact (within 6 feet) with the public. Even at lower risk levels, however, employers should be cautious and develop preparedness plans to minimize employee infections.

Employers of critical infrastructure and key resource employees (such as law enforcement, emergency response, or public utility employees) may consider upgrading protective measures for these employees beyond what would be suggested by their exposure risk due to the necessity of such services for the functioning of society as well as the potential difficulties in replacing them during a pandemic (for example, due to extensive training or licensing requirements).

To help employers determine appropriate work practices and precautions, OSHA has divided workplaces and work operations into four risk zones, according to the likelihood of employees' occupational exposure to pandemic influenza. We show these risk zones in the shape of a pyramid to represent who the risk will likely be distributed. The vast majority of American workplaces are likely to be in the medium exposure risk or lower exposure risk (caution) groups.

Occupational Risk Pyramid for Pandemic Influenza



Very High Exposure Risk:

- Healthcare employees (for example, doctors, nurses, dentists) performing aerosol-generating procedures on known or suspected pandemic patients (for example, cough induction procedures, bronchoscopes, some dental procedures, or invasive specimen collection).
- Healthcare or laboratory personnel collecting or handling specimens from known or suspected pandemic patients (for example, manipulating cultures from known or suspected pandemic influenza patients).

High Exposure Risk:

- Healthcare delivery and support staff exposed to known or suspected pandemic patients (for example, doctors, nurses, and other hospital staff that must enter patients' rooms).
- Medical transport of known or suspected pandemic patients in enclosed vehicles (for example, emergency medical technicians).
- Performing autopsies on known or suspected pandemic patients (for example, morgue and mortuary employees).

Medium Exposure Risk:

- Employees with high-frequency contact with the general population (such as schools, high population density work environments, and some high volume retail).

Lower Exposure Risk (Caution):

- Employees who have minimal occupational contact with the general public and other coworkers (for example, office employees).

Appendix I

Pandemic Flu Planning Worksheet

Pandemic Flu Planning Worksheet

Directions: Complete the following statements with your plans in the event of a flu pandemic.

- Who would take care of my responsibilities if I became ill?

- If the school or daycare closes temporarily, how will I keep my child or children occupied at home?

- Consider what you will do if you cannot go to work.

- Consider what you will do if you cannot go to public places.

- If someone in my household shows signs and symptoms of the flu, the caregiver will be:

- If the primary caregiver shows signs and symptoms of the flu, the next caregiver will be:

- If members of my household have to stay home or be separated from others for a period of time, they will stay: **[insert where in the home they will stay]**

- To keep others from being infected in the household, I will: **[insert actions you will take to help prevent the spread of the flu]**

- Emergency telephone numbers are located: **[insert where emergency telephone numbers are located]**

- Emergency Supplies, including flu pandemic supplies, are located: **[insert where emergency supplies are kept]**

Supplies

Directions: Check off the supplies that you currently have on hand. Be sure to make a shopping list and purchase the items that you do not already have on hand.

- A 2- week supply of food, water, and medicines. Include vitamins, prescription medications and over-the-counter medicines – such as cough and cold remedies, pain relievers, fever-reducing medications (including acetaminophen and ibuprophen) and anti-diarrhea medication.

- Emergency Preparedness Kit

- Soap

- Bleach or household disinfectants

- Alcohol-based hand sanitizer

- Paper towels

- Tissues

- Thermometer

- Box of disposable gloves

- Electrolyte drinks, fruit juice, and soup or ingredients for electrolyte solution (sugar, baking soda, salt, salt substitute)

- Masks (N95 or surgical)

Appendix J

Emergency Health Information Sheet

Emergency Health Information Sheet

It is important to think about health issues that could arise if an influenza pandemic occurs, and how they could affect you and members of your household. For example, if a mass vaccination clinic is set up in your community, you may need to provide as much information as you can about your medical history when you go, especially if you have a serious health condition or allergy. Create an emergency health plan using this information. Fill in information for each household member in the space provided. Like much of the planning for a pandemic, this can also help you prepare for other emergencies.

1. Important Health Information

Household Member	Blood Type	Allergies	Past/Current Medical Conditions	Current Medications/ Dosages	In case of Emergency Contact

2. Emergency Contacts

Contacts	Name and Phone Number
Local personal emergency contact person	
Out-of-town personal emergency contact person	
Hospitals near work	
Hospitals near school	

Hospitals near home	
Physician(s)	
State public health department (See list on www.pandemicflu.gov)	
Pharmacy	
Employer contact and emergency information	
School contact and emergency information	
Religious/spiritual organization	
Veterinarian	

Provided by the US Department of Health and Human Services, CDC 1/2006

Appendix K

Get Started: Emergency Preparedness

Checklist for Small Businesses

Get Started: Emergency Preparedness Checklist for Small Businesses

Having an emergency preparedness plan in place is as important to the survival of your small business as your business plan. Consider now how a natural, human-caused or public health disaster such as a pandemic flu event could affect your employees, customers and workplace. Would business operations continue? Ask yourself the questions below and use this checklist to help you get back in business after a disaster.

1. How vulnerable would the business be if a disaster or other emergency were to occur?

- Know your region and the types of disaster most likely to have an impact on your business.**
 - Find out what emergencies have occurred in the past and what impact these had on other businesses in your area.
 - Consider your facility's physical capacity to resist damage and proximity to flood plains, seismic faults, dams, hazardous materials, nuclear power plants and other hazards.
 - Consult with your insurance agent and learn what coverage is available and what precautions to take for disasters that may impact your business. Remember, many general policies do not cover earthquake and flood damage.
- Assess the capacity of your employees to prepare for and respond to an emergency.**
 - Are 10-15% of your employees trained in basic first-aid and CPR techniques? Do all employees know how to identify individuals who are trained?
 - Are employee roles clearly defined in the event of a disaster or emergency?
- Identify internal and external emergency response resources that will provide assistance during a disaster or other emergency.** Who will you contact in an emergency and what will they be able to provide?
 - Local and state police
 - Fire department and emergency medical services organizations
 - Local government officials, emergency management office
 - Local American Red Cross chapter
 - National Weather Service
 - Telephone, water, gas and electric companies
 - Neighboring businesses
 - Insurance carriers

2. If your business was to be shutdown for more than a few days, what impacts will it have on your day-to-day operations?

- Identify policies for employees**
 - Chain of command
 - Contact numbers for employees
 - Leave policies
 - Sick day policies
 - Payroll procedures
 - Sufficient communication infrastructure

□ **Identify plan for vendors (or suppliers)**

- Contact numbers for vendors
- Contact vendors concerning their business continuity plan.
- Consider developing a plan if product distribution is interrupted.

□ **Identify plan for customers (or clients)**

- Contact numbers for customers
- Contact customers concerning their business continuity plan.
- Consider developing a plan if product distribution is interrupted.

3. What is your plan to protect the business and its employees before, during and after an emergency?

- **Identify a First Aid team.** Approximately 10-15 percent of your workforce should be trained in first aid and CPR so that they can assist in times of disaster or emergency until help arrives.
- **Obtain necessary safety equipment.** Budget for and purchase any safety equipment, first-aid kits, Automatic External Defibrillators (AEDs) fire extinguishers, smoke detectors and shelter-in-place supplies that may be needed. Make sure all employees know how to access these supplies.
- **Write a plan for responding to emergencies.** Your plan should include:
 - A system for warning employees about emergencies and communicating with employees and local emergency management officials during a disaster or emergency (i.e. cell phones, computers).
 - Considerations for the special needs of employees with disabilities and medical conditions
 - Evacuation routes from your facility and an established location where employees should gather.
 - Provisions and a location for employees to shelter-in-place.
- **Develop a Business Continuity Plan.** This plan will help keep your business operating as it responds and recovers from the effects of a disaster or emergency situation. Here's how to start developing a Business Continuity Plan:
 - Designate employees to develop the plan
 - Decide whether different procedures are needed for different departments within the workplace.
 - Establish procedures for Business Continuity Plan activation
 - Identify essential business functions and staff to carry out these functions
 - Identify which employees will be considered non-essential vs. essential personnel
 - Consider whether cross-training of employees is necessary
 - Establish work schedule for employees during a flu pandemic
 - Establish procedures with suppliers, vendors and other businesses critical to daily operations
 - Create a plan for conducting business if the facility is not accessible and set up electronic back up systems for vital business files
 - Identify records and documents that must be readily accessible to perform essential functions and decide where these can be stored safely and retrieved quickly
 - Stockpile items soap, tissues, alcohol-based hand sanitizers, cleaning supplies and recommend personal protective equipment (PPE) for employees.

Appendix L

Skill Sheet: Washing Hands

SKILL SHEET: WASHING HANDS



1. Turn on warm water and wet hands.



2. Apply the correct amount of soap.



3. Rub your hands together vigorously for at least 15 seconds, covering all surfaces of the hands and fingers.

- Scrub nails by rubbing them against the palms of your hands.
- Wash surfaces around fingernails, where jewelry is worn, and between fingers.



4. Rinse your hands with water.

5. Dry your hands thoroughly with a disposable towel.

6. Turn off the faucet using the disposable towel.

If hand-washing facilities are not readily available, use alcohol-based hand sanitizer (60-95% alcohol).

Clean your hands often, especially:

- Before and after contact with a person who is sick.
- After coughing or sneezing, even when using a tissue.
- Before, during, and after preparing food.
- Before eating.
- After using the bathroom.
- After handling trash, garbage or animal waste.
- When coming into the home from public places.
- When hands are dirty.

Appendix M – Frequently Asked Questions

General Flu

Q: What is the flu?

A: The flu (also known as *influenza*) is a contagious disease caused by an influenza virus. The virus infects the respiratory tract (nose, throat, lungs). Unlike many other viral respiratory diseases, such as the common cold, the flu can cause severe illness and life-threatening complications.

Q. How will I know if I have seasonal flu, pandemic flu, or a cold?

A. It will be safe to assume you have pandemic flu if government health officials have announced the presence of pandemic flu activity in your community and you have signs and symptoms similar to those being described in the media by local officials. The flu and the common cold are both viruses that affect the respiratory tract (nose, throat, lungs) and have similar symptoms. In general, the flu is worse than the common cold. Symptoms such as fever, muscle pains, tiredness, and dry cough are generally more common and intense with the flu than with the common cold.

Q: What should I do if I have symptoms similar to the flu?

A: Unless informed otherwise, contact a healthcare provider as soon as you notice the symptoms.

Bird Flu

Q. What is the bird flu? What does the bird flu have to do with a flu pandemic?

A. *Bird (or avian) flu* is caused by influenza viruses that occur naturally among wild birds. The H5N1 influenza virus is deadly to birds and can be transmitted from birds to humans. As mentioned in the video, scientists have been monitoring the avian influenza H5N1 virus for changes that can lead to human-to-human transmission for the potential of a flu pandemic.

Q. Can I get the bird flu from eating poultry?

A. It is safe to eat properly cooked poultry. Cooking destroys germs, including the avian influenza virus. Guidelines for the safe preparation of poultry include the following:

- Wash hands with warm water and soap before and after handling food.
- Keep raw poultry and its juices away from other foods.
- After cutting raw meat, wash cutting boards, knives, and countertops with hot, soapy water.
- Sanitize cutting boards by using a solution of 1 teaspoon of chlorine bleach in 1 quart of water.

Use a food thermometer to ensure poultry has been fully cooked. An internal temperature of at least 165°F is necessary to kill food-borne germs, including the avian influenza virus. More information on how to properly cook poultry can be found at www.usda.gov/birdflu.

Preventing the Spread of the Virus

Q: What is the lifespan of droplets on a contaminated surface?

A: Influenza viruses can live for 24 to 48 hours on nonporous (not containing pores) environmental surfaces and less than 12 hours on porous (containing pores) surfaces.

Q: Can I get the flu from a person who does not seem to be ill? How long is a person with the flu contagious?

A: The period when an infected person is contagious depends on the age and health of the person. Healthy adults may be able to infect others from 1 to 3 days prior to becoming sick and for 5 days after they first develop symptoms. Some young children and people with weakened immune systems may be contagious for longer than a week.

Q: After removing gloves should I wash my hands?

A: Yes. Even if employees wear gloves, they should wash their hands upon removal of the gloves in case their hand(s) became contaminated during the removal process.

Q: Can I use household disinfectants or cleaners in the workplace?

A: Yes. Be sure the disinfectants or cleaner used are not harmful to self, employees or office equipment. When using disinfectants or cleaners, make sure to follow label instructions carefully. Pay attention to any hazard warnings and instructions on the labels. Do not mix disinfectants and cleaners unless the labels indicate it is safe to do so. Combining certain products (such as chlorine bleach and ammonia cleaners) can be harmful, resulting in serious injury or death.

Q: Are hand sanitizers effective in preventing the spread of germs?

A: When hands are not visibly soiled or dirty, alcohol-based hand sanitizers composed of at least 60% alcohol are an effective hand cleaning option.

Q: What types of household cleaners or disinfectants are best to use?

A: You may purchase household disinfectants or you can use a fresh mixture of ¼ cup household bleach with 1 gallon of water. For a smaller amount use 1 tablespoon of bleach with 1 quart of water.

Masks

Q: What are the different types of masks used for?

A: There are many types of masks. N95 masks are used to prevent inhalation of airborne particles. Surgical masks are required in healthcare for specific procedures and recommended in some home health care situations.

Q: Should I wear a mask at home while giving care to someone with the flu?

A: It may be helpful. The Department of Health and Human Services states that although to date no studies have shown that the use of masks at home will decrease the spread of infection, the use of surgical masks by the patient and/or caregiver during interactions may be of benefit.

Q: Where can I find guidance for mask usage during a flu pandemic?

A: The Centers for Disease Control and Prevention (CDC) and OSHA have issued guidance on using facemasks and respirators during a flu pandemic in a variety of settings such as household, community, workplace, and healthcare. Please refer to <http://www.pandemicflu.gov/vaccine/mask.html>.

Vaccinations

Q: Should I get the seasonal flu vaccine, if the pandemic flu occurs?

A: Yes. Receiving the seasonal influenza vaccination would help prevent illnesses from seasonal influenza strains that may continue to circulate during a pandemic.

Q: How do I find out more about flu vaccines?

A: You can get more information by contacting the Centers of Disease Control and Prevention (CDC) Hotline at 1-800-232-4636 or www.pandemicflu.gov.

Preparedness Planning for the Workplace

Q: If I work at a faith-based or community organization, should I prepare for pandemic influenza?

A: Yes. The collaboration of Faith-Based and Community Organization with public health agencies will be essential in protecting the public's health and safety if and when and influenza pandemic occurs. Refer to *Faith-Based & Community Organizations Pandemic Influenza Preparedness Checklist* on the CD ROM to help develop preparedness checklist.

Q: What kind of practices can my company adopt to prevent the spread of infection?

A: OSHA refers to this as *Work Practice Controls*. Work practice controls are procedures for safe and proper work that are used to reduce the duration, frequency or intensity of exposure to a hazard. Examples of work practice controls include: “no-touch” items, encouraging employees to obtain a seasonal influenza vaccine, provide up-to-date education and training on influenza risk factors. When developing safe work practice controls, it is a good idea to ask your employees for their suggestions, since they have firsthand experience with the tasks. These controls should be followed by managers, supervisors and employees.

Q: As an employer, should I provide my employees with facemasks or respirators? What's the difference between the two?

A: You should look at the level of occupational risk your employees are exposed to in order to decide whether to provide facemasks or respirators. OSHA has recommendations under each classification of risk for using these items. Face masks (also known as surgical, dental, medical procedure, isolation and laser masks) help stop droplets from being spread by the person wearing them. They also keep splashes or sprays from reaching the mouth and nose of the person wearing the facemask. They are not designed to protect you against breathing in very small particles. A respirator (for example, an N-95 or higher filtering facepiece respirator) is designed to protect you from breathing in very small particles, which might contain viruses. Please refer to OSHA's *Guidance on Preparing Workplaces for an Influenza Pandemic*,

www.osha.gov/Publications/OSHA3327pandemic.html. If it OSHA determines from risk analysis that employees will be required to use regulated respiratory protection such as an N95 or other NIOSH approved respirator, they are required to follow regulations under 29 CFR 1910.134. This standard requires employers to provide employees with medical clearance, respirator training, and employee fit testing. Additional information is available at www.osha.gov.

Q: When should an employer apply changes to their work practices?

A: Practices at work should be changed when they are insufficient to protect employees. In this case, some employers may also need to use other measures known as engineering controls. Engineering controls involve making changes to the work environment to reduce work-related hazards. These controls are preferred over all others because they make permanent changes that reduce exposure to hazards and do not rely on employee or customer behavior. Some examples of engineering control would be installing sneeze guards and drive through windows, between customers and employees that would provide a barrier to transmission of infection.

Q: Should group meetings be held during a flu pandemic?

A: Minimize situations where groups of people are gathered together, such as in person meetings Use e-mail, conference calls and text messaging to communicate with each other.

Q: What is the definition of a small business?

A. A small business is defined as an employer of up to 250 employees at one location or up to 500 employees at more than one location.

Appendix N – Pandemic Flu Glossary of Terms

Antiviral	A medication that may be used to treat people who have been infected by a virus to help limit the impact of some symptoms and reduce the potential for serious complications. People who are in high risk groups are often given antiviral drugs because of their increased potential to develop additional health issues.
Avian Influenza (bird flu)	Commonly known as bird flu, this strain of influenza virus is naturally occurring in birds. Wild birds can carry the virus and may not get sick from it; however, domestic birds may become infected by the virus and often die from it.
Epidemic	The rapid spread of a disease that infects some or many people in a community or region at the same time.
H5N1	The scientific name for a subtype of the avian influenza (bird flu) virus that has spread from birds to humans. The scientific names for these subtypes are classified by different proteins on the virus. New subtypes naturally occur when the proteins change.
Influenza (flu)	A contagious respiratory illness caused by particular strains of viruses.
Influenza Pandemic	A global outbreak of the influenza disease that occurs when a new influenza virus appears in the human population. Because people have little or no immunity to the new strain, serious illness can occur, and the virus can spread easily and rapidly from person to person with no vaccine immediately available.
Isolation	The physical separation of a person suffering from an infectious or contagious disease from others in a community.
Pandemic	An outbreak of a disease that affects large numbers of throughout the world.
Pandemic Influenza	A virulent influenza (flu) caused by a new flu virus strain to which humans have not been exposed. It is more serious than a typical seasonal flu because there is no natural resistance or immunity to it and infects large numbers of people of different ages all over the world, causing serious illness and possibly death.
Quarantine	The physical separation of healthy people who have been exposed to an infectious disease—for a period of time—from those who have not been exposed.
Seasonal Flu	A contagious respiratory illness caused by influenza (flu) viruses occurring every year. It affects an average of 5 to 20 percent of the U.S. population by causing mild to severe illness, and in some instances can lead to death. Most people have some immunity, and a vaccine is available.
Social Distancing	A disease prevention strategy in which a community imposes limits on social (face-to-face) interaction to reduce exposure to and transmission of a disease. These limitations could include, but are not limited to, school and work closures, cancellation of public gatherings and closure or limited mass transportation.
Vaccine	An injection, usually of an innocuous (weak or killed) form of the virus that stimulates the production of antibodies by the immune system to help prevent or create resistance to an infection. Vaccines are usually given as a preventive measure.

Appendix O
Participant Evaluation Form
(Place Holder)

Appendix P – How to Become a Certified Instructor

A certified instructor is a member of a select group of trained individuals who reflect the standards and ideals of the American Red Cross. Instructors teach American Red Cross presentations within a chapter's jurisdiction and impart knowledge and skills consistent with American Red Cross policies, procedures, standards and guidelines.

The following steps must be completed for an individual to successfully complete instructor training:

- Complete Fundamentals of Instructor Training (FIT). This course introduces instructor candidates to the history, structure and activities of the American Red Cross. It also prepares instructor candidates to teach American Red Cross courses to diverse populations using a variety of teaching methods and is a prerequisite to the instructor specialty course.
- Successfully complete the prerequisite skills testing. If, for example, you desired to become a First Aid/CPR/AED instructor, you would need to be able to correctly perform adult, child and infant CPR and first aid skills without prompting or assistance from the instructor trainer.
- Pass a pre-course written exam with an 80 percent or better on information covered in the course(s) the instructor candidate wishes to teach.
- Successfully complete the instructor specialty course. This course covers the specific information on the subject area that you wish to teach. An orientation to the instructor and student materials is included. Practice-teaching assignments are also included to help the instructor candidate gain confidence with his or her presentation skills, as well as giving corrective feedback during skill sessions.

For more information, please contact your local American Red Cross chapter or visit the American Red Cross Instructor's Corner website at www.instructorscorner.org.

American Red Cross

**Preparing Small Business Workplaces
for Pandemic Flu**

**Appendix Q
CD-ROM Resources**

CD-ROM

Preparing Small Business Workplaces for Pandemic Flu Leader's Toolkit

Table of Contents

Presentation Materials for Leaders

- **Preparing Small Business Workplaces for Pandemic Flu Leader's Guide**
Contains all the information you need to set up and deliver a 1.5 hour presentation at worksites and in the community including an instructional outline, including participant handouts. This presentation will help business owners and their employees prepare for a flu pandemic and take steps to mitigate the effects a pandemic would have on their workplaces. (file name: PanFluSmBusLdrGde.pdf)
- **Preparing Small Business Workplaces for Influenza Pandemic PowerPoint Presentation**
This presentation goes with the Preparing Small Business Workplaces instructional outline. (file names: PanFluSmBusPPT.ppt and PanFluSmBusPPT.pps, show version)

Resources for Employers and Planners

- **Get Started Planning: Emergency Preparedness Checklist for Small Businesses**
Businesses can use this handout created by Preparedness and Health and Safety Services to identify important specific activities they can do to prepare their workplaces for an influenza pandemic. (file name: Appendix K Get Started Checklist.pdf)
- **Hand Washing Skill Sheet**
Instruction sheet that includes the six steps for safe hand washing. Can be posted in the workplace. (file name: Appendix L Skill Sheet Washing Hands.pdf)
- **Guidance on Preparing Workplaces for an Influenza Pandemic**
Jointly issued by DOL and HHS, this document provides guidance on proper planning to allow employers in the public and private sector to better protect their employees and lessen the impact of a pandemic on society and the economy. (file name: OSHA3327pandemic.pdf)
<http://www.osha.gov/Publications/OSHA3327pandemic.html>
- **Business Pandemic Influenza Planning Checklist**
Businesses can use this handout created by the Department of Health and Human Services to identify important specific activities they can do to prepare for an influenza

pandemic. (file name: business_pandemic_checklist.pdf)

www.pandemicflu.gov/plan/workplaceplanning/businesschecklist.html

- **Faith-based and Community Organizations Pandemic Influenza Preparedness Checklist**

Faith-based and community organizations can use this handout created by the Department of Health and Human Services to identify important specific activities they can do to prepare for an influenza pandemic. (file name: faithbasedcommunitychecklist.pdf)

<http://www.pandemicflu.gov/plan/pdf/faithbasedcommunitychecklist.pdf>

- **Pandemic Influenza: Preparedness, Response, and Recovery Guide for Critical Infrastructure and Key Resources**

Developed by Homeland Security, the focus of this publication is on critical infrastructure/key resource sectors, for sector businesses (large, medium, and small), and industry in general, with the actions they should be taking to prepare and respond to, and recover from, a localized outbreak, as well as the broader pandemic. (file name: cikrpandemicinfluenzaguide.pdf)

<http://www.pandemicflu.gov/plan/pdf/cikrpandemicinfluenzaguide.pdf>

Resources for Employees

- **Pandemic Flu Planning Worksheet**

Pandemic flu preparedness checklist for individuals and families. (file name: Appendix I Pan Flu Planning Worksheet.pdf)

- **Emergency Health Information Worksheet**

It is important to think about health issues that could arise if an influenza pandemic occurs and how they could affect individuals and their families. This worksheet can be used to create an emergency health plan that will provide information about each household member's medical history. (file name: Appendix J Emerg Health Info Sheet.pdf)

- **Family Preparedness Fact Sheet**

Pandemic flu preparedness information for individuals and families. (file name: PanFluFamilyPreparednessFactSheet.pdf) http://www.redcross.org/www-files/Documents/pdf/domestic%20prorams/pan_flu_fam_prepared_fs.pdf

- **Preparing for a Flu Pandemic Fact Sheet: Coping and Emotional Well Being**

A brochure that gives the reader tips on how to cope with stress and anxiety during a flu pandemic and also offers a few tips on preparedness. (file name: PanFluPreparednessMentalHealth.pdf)

http://www.redcross.org/www-files/Documents/pdf/domestic%20programs/pan_flu_coping_emotional_well-being.pdf

Websites

- www.redcross.org
- www.pandemicflu.gov
The official U.S. government website for pandemic influenza
- www.pandemicflu.gov/plan/states/index.html
State pandemic flu plans

Additional Resources

- **Be Red Cross Ready**
This online brief presentation reviews three basic steps to help individuals prepare and be ready to respond to a disaster or life threatening emergency: Get a kit, make a plan, and be informed. <http://www.redcross.org/flash/brr/English-flash/default.asp>.
- **American Red Cross Guide to Business Continuity Planning**
CD-ROM offers a step-by-step process of gathering information to determine a business's critical vulnerabilities and ways to decide how to avoid and minimize the duration of a business disruption. This item may be purchased at www.shopstaywell.com, Stock No. 658200.
- **Red Cross Store**
Online store that features Red Cross products specifically created for the workplace such as the Germ Guard Personal Protection Pack. <http://workplace.redcrossstore.org>