

# Pandemic Communications Guidebook



## **Preparedness & Public Education:**

*Response and Recovery Planning for  
Public Leaders and Spokespersons*

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To obtain more information or to request an accommodation or alternate format, please contact:

Beckie Gierer, MS  
Missouri Department of Mental Health  
Office of Disaster Services

(573) 751-9136

<https://dmh.mo.gov/disaster-services>

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*Disaster Communications Guidebook: Pandemic Flu,*  
Missouri Department of Mental Health  
Department of Disaster Services

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# Disaster Communications Guidebook

## Pandemic Flu

### How to Use This Guidebook

#### Introduction

In 2006, the Centers for Disease Control and Prevention (CDC) and the Missouri Department of Health and Senior Services funded two Disaster Communications Guidebooks created by the Missouri Department of Mental Health (DMH). One guidebook was targeted toward the general public for “Promoting Emotional Well-Being When Preparing for Disasters.” This book has been named a *promising practice* by the Center for Infectious Disease Research and Policy (CIDRAP) at the University of Minnesota. The second book provided behavioral health messages to blend into public communication as part of state and local response and recovery efforts. Both publications have been extremely well received and are available on the DMH website <https://dmh.mo.gov/disaster-services/guides>. This third guidebook titled *Disaster Communications Guidebook: Pandemic Flu* comprehensively addresses the behavioral health consequences of pandemic flu. Preparedness information is combined with critical messages to be provided by leaders and spokespersons during the event and recovery.

#### Why Pandemic Flu?

The 2006 guidebooks did not address how to deal with a pandemic, a disease with the potential to affect a vast number of people and geographic areas. Scientists and health experts believe the world is long overdue for a pandemic flu with the most recent U.S. flu pandemics being the Hong Kong Flu in 1968-69 (resulting in 33,800 deaths). Prior to that was an outbreak of the Asian Flu in 1957-58 (69,800 deaths), but the most deadly U.S. event was the Spanish Flu of 1918-1919 (675,000 deaths).

A flu pandemic occurs when a new influenza virus emerges for which people have little or no immunity, and for which there is no vaccine. The disease spreads easily person-to-person, causing serious illness, and can sweep across the country and around the world in a very short time. ([www.cdc.gov/flu/pandemic-resources/index.htm](http://www.cdc.gov/flu/pandemic-resources/index.htm) )

Based upon these risks, the DMH Office of Disaster Readiness created this guidebook to address both public preparedness and leadership response and recovery efforts for pandemic flu. We encourage citizens and leaders alike to review this information and share it with family, friends, colleagues and coworkers.

### **Organization of Publication**

There are two sections to this publication which follow the format of the 2006 Disaster Communications Guidebooks. Both sections focus on emotional health messages to address pandemic flu.

1. Emotional Preparedness: This content covers preparedness tips for the general public.
2. Event and Recovery Communication: Messages for leaders and spokespersons.

Each section contains additional content for key target groups including:

- Culturally Diverse Groups
- Faith Community
- Frontline Workers/First Responders and their Employers/Organizations
- Parents/Caregivers of Children
- Seniors and Persons with Disabilities

In addition, resources and websites are listed. Please note this final draft was completed in July, 2007 so readers should check the Missouri Department of Health and Senior Services (DHSS), DMH and CDC websites regularly for updates: <https://health.mo.gov>; [www.dmh.mo.gov](http://www.dmh.mo.gov); [www.cdc.gov/flu/pandemic-resources/index.htm](http://www.cdc.gov/flu/pandemic-resources/index.htm);

# Emotional Preparedness



# Stress Management Messages to Address the Pandemic Flu

## Emotional Preparedness

According to the American Red Cross, only 23% of the population prepares for disasters in advance with up to 77% preparing just in time.<sup>1</sup> The Missouri Department of Mental Health Office of Disaster Readiness compiled this information so Missourians can personally prepare for a pandemic flu.

All Audiences	Pre-Event Messages
<p><b>Pre-event messages</b></p> <p>Communication during the pre-event phase should promote awareness, preparedness, and access to helpful information.</p> <p><b><u>3 KEY Messages:</u></b></p> <p><b>LEARN, PLAN, PROTECT</b></p>	<p><b>LEARN</b></p> <p><b>Keep current on the threat of pandemic flu</b>                      Be informed. Know the difference between seasonal flu and pandemic flu and what is being done in Missouri. Remember, vaccines and antivirals may not be available for months.</p> <p>The Missouri Department of Health and Senior Services (DHSS) is our lead agency on pandemic response. DHSS created a pamphlet explaining the potential threat and how to prepare here in Missouri. Order a copy of Ready in 3: Pandemic Influenza at 573.751.6400 or download from the DHSS website at:  <a href="https://health.mo.gov/emergencies/readyin3/">https://health.mo.gov/emergencies/readyin3/</a></p> <p><b>Be prepared, not afraid</b>                      Preparedness can reduce our risks. We must learn about the anticipated risks and actively prepare ourselves, our families and our workplace to handle them.</p> <p>Our lives will be disrupted during a pandemic flu event. We should all follow good health practices and support each other emotionally.</p> <p>Experts believe that hospitals and other medical care facilities will be overwhelmed. There will be deaths due to the pandemic. Our best defense is to be educated and prepared to face the challenges of a pandemic.</p> <p>Monitor news reports on pandemic flu at websites such as <a href="http://www.cdc.gov/flu/pandemic-resources/index.htm">www.cdc.gov/flu/pandemic-resources/index.htm</a>. Additional preparedness resources are listed at the end of this section.</p> <p><b>Learn the symptoms</b>                      If pandemic flu does occur, DHSS officials will alert the public of the symptoms of the new flu and provide advice on how best to deal</p>

All Audiences	Pre-Event Messages
	<p>with them.</p> <p><b>Understand Social Distancing</b>                      In a pandemic, we must all consider our daily interactions as family members, co-workers and community members. Social distancing is the practice of separating yourself from others in order to protect yourself from infection, to decrease the risk of exposure to yourself, or to keep from infecting others if you may have been exposed.</p> <p>Social distancing has different components, including: maintaining distance between you and others, avoiding public places and crowds, and not sharing personal items or even ball point pens with others. Read about social distancing and become aware of other practices that will help you and your family. But remember, the reality is, no matter how cautious we are, not everyone will avoid infection.</p> <p><b>Stigma</b>                      Stigma is a result of fear and misunderstanding. Unfortunately, negative behaviors may occur during a pandemic and can affect a product, industry, animal, place or people. To prevent stigma, each of us should become educated on how the flu is spread and offer support to those working on behalf of our health and safety.</p> <ul style="list-style-type: none"> <li>▪ Consider the following negative perceptions and beliefs which may occur during a pandemic:                             <ul style="list-style-type: none"> <li>○ Persons contracting the illness, living with persons with the flu or working frontline to eradicate the illness, may experience family, friends, colleagues and the public avoiding them for fear of catching the disease.</li> <li>○ People may consider caregivers and first responders the source of the pandemic flu, even if they are taking every precaution to avoid spreading the disease.</li> <li>○ During the SARS outbreak in Toronto in 2004, emergency medical staff who entered fast food restaurants were avoided and not accepted by the other customers who moved several feet out of the way to avoid getting near them. Such behavior was upsetting to the workers who were fighting the epidemic frontline<sup>2</sup>. The customers were not practicing social distancing but clearly responding with fear to these civil servants in uniform.</li> </ul> </li> <li>▪ Try to understand, without condemning, persons practicing negative behaviors. Determine how to reduce the impact of such</li> </ul>

<b>All Audiences</b>	<b>Pre-Event Messages</b>
	<p>conduct and do not practice these behaviors yourself.</p> <ul style="list-style-type: none"> <li>○ Encourage family, friends and colleagues to become educated on pandemic preparedness.</li> <li>○ Consider in advance the actions you may take to lessen the impact of stigma.</li> <li>○ Help children understand that making fun of others or avoiding them without reason can be hurtful.</li> <li>○ Explain to children that these behaviors may occur and what to do.</li> <li>○ Plan with children ahead of time some ways that you can support first responders with goody bags, etc.</li> <li>○ Model good behavior yourself.</li> </ul> <p>If you find yourself fearful and practicing negative behaviors, remember to practice social distancing instead.</p> <p><b>PLAN</b></p> <p><b>Prepare appropriately</b> Learn what you can do in advance. Create a plan and then lead your lives in a normal way.</p> <p><b>Develop a personal and family preparedness/emergency kit</b> These items should be included to address aspects of pandemic flu:</p> <ul style="list-style-type: none"> <li>▪ Contact information for doctors and pharmacists.</li> <li>▪ List of pre-existing medical conditions and current medications (prescription and over-the-counter) for family members.</li> <li>▪ Identification for all family members.</li> <li>▪ A notepad and pen to keep information about symptoms.</li> <li>▪ Pain medication such as acetaminophen (brand name Tylenol) in appropriate dosage levels per ages of family members.</li> <li>▪ Games, blankets/pillows and entertainment items to enjoy individually (books, DVDs, puzzles, music, etc.) to be more comfortable during the illness.</li> <li>▪ Relevant information such as this material, Ready in 3 brochures from the Missouri Department of Health and Senior Services, preparedness information from the American Red Cross, etc.</li> <li>▪ A small bell or noisemaker to signal to caregiver that you have a need.</li> <li>▪ Information about the likely emotional reactions that you and family members may experience through the pandemic.</li> </ul> <p><b>Know that our daily lives may be significantly different during a pandemic.</b> Be prepared to help others. Plan how you would handle these likely scenarios:</p>

All Audiences	Pre-Event Messages
	<p><b>Workplace:</b></p> <ul style="list-style-type: none"> <li>▪ Individuals may juggle heavier schedules. Up to 40% of colleagues becoming sick or unable to report to work due to exposure. <ul style="list-style-type: none"> <li>○ Understand your workplace business continuity plan.</li> <li>○ Know what additional duties you or others may need to take on when co-workers are out due to sickness or caring for ill family.</li> <li>○ Practice telecommuting (if feasible) to see how your home computer system or remote devices link with your workplace computer network.</li> <li>○ See if your employer will schedule flexible/staggered hours to promote social distancing.</li> <li>○ Some jobs require personnel such as healthcare personnel, utility workers, etc. on site no matter the circumstances. If you have this type of job, talk with your supervisor to understand your role and responsibilities in case of a pandemic.</li> </ul> </li> </ul> <p><b>III Relatives</b></p> <p>Persons sick with the flu, particularly children, the elderly and other relatives, may require home care as hospitals and medical sites may be overcrowded.</p> <ul style="list-style-type: none"> <li>▪ Identify persons through discussion with your spouse, older teens, extended family and trusted neighbors and friends who may be available to provide home care for family members if you must work.</li> <li>▪ Identify those who may assist in other ways such as taking care of pets, shopping, etc.</li> <li>▪ Educate family and other caretakers on how the flu is spread and ways to protect yourself/the caregiver.</li> <li>▪ Understand social distancing.</li> </ul> <p><b>Schools and Businesses</b></p> <p>Consider the impact on your lives if schools or businesses should close.</p> <ul style="list-style-type: none"> <li>▪ Consider the impact on you and your children in order to minimize the disruption to your routine.</li> <li>▪ Schools and businesses may rely on distance learning or telecommuting and cancel all extracurricular or ancillary meetings and uses for their buildings.</li> <li>▪ Children and young people will need to stay in touch with friends. Explore safe options such as the use of e-mail, phone, or internet sites such as “My Space” with parental involvement and</li> </ul>

All Audiences	Pre-Event Messages
	<p>monitoring.</p> <p><b>Faith-Based Community</b></p> <ul style="list-style-type: none"> <li>▪ Faith-based and community gatherings/meetings may be cancelled or suspended:               <ul style="list-style-type: none"> <li>○ Consider and test communication options such as interactive websites, webcasts, e-mail, list serves, telephone trees, conference calls and other creative means to keep connected and informed.</li> <li>○ Investigate how to acquire certain items in advance or during times of controlled commerce such as communion wafers/wine, holy water, Bibles/Korans/Torahs or other religious books and supplies.</li> <li>○ Plan for how your faith community can support those that are ill, as well as their caregivers, with:                   <ul style="list-style-type: none"> <li>• Spiritual and emotional support</li> <li>• Deliveries of medicine and food</li> <li>• Transportation for non-ill members</li> <li>• Pet and service animal care</li> </ul> </li> </ul> </li> </ul> <p><b>Public Services and Shopping</b></p> <ul style="list-style-type: none"> <li>▪ Retail and grocery stores may have limited hours and supplies. Consider how this may impact you physically and emotionally. These disruptions to our routines may leave us feeling sad and wishful for the way things used to be. Try to look forward to when the pandemic is history and in the meantime:               <ul style="list-style-type: none"> <li>○ Stock up on supplies in advance such as water, non-perishable food, comfort food and pet food and treats.</li> <li>○ Have on hand entertainment items such as books, DVDs, games, arts and crafts supplies, etc.</li> <li>○ Have medicines and over-the-counter items for family members, pets and service animals.</li> <li>○ Outings may become small family drives or picnics instead of movies or shopping. Be creative!</li> </ul> </li> <li>▪ Making alternate plans for when services such as mail delivery, public transportation, or healthcare may be limited will help us handle the event better. Some ideas for proactive planning include:               <ul style="list-style-type: none"> <li>○ Make arrangements for direct deposit of paychecks, dividends and other financial income.</li> <li>○ Sign up for on-line banking and bill paying. Keep cash on hand for emergency use.</li> <li>○ If operating, use public transportation at times when</li> </ul> </li> </ul>

All Audiences	Pre-Event Messages
	<p>it is least crowded. As feasible, plan alternate transportation methods. Use available resources within walking distance or bicycle commute.</p> <ul style="list-style-type: none"> <li>○ it is least crowded. As feasible, plan alternate transportation methods. Use available resources within walking distance or bicycle commute.</li> </ul> <ul style="list-style-type: none"> <li>▪ Vulnerable populations will have increased risks. Be sure to:             <ul style="list-style-type: none"> <li>○ Work with neighbors/family members with special needs and their caregivers/attendants regarding how you can assist them.</li> </ul> </li> <li>▪ Meet with family members living in a nursing or care facility regarding the facility’s pandemic/emergency plan. Identify any additional preparedness necessary for that family member. Support them with additional phone calls during a pandemic.</li> </ul> <p><b>PROTECT</b></p> <p><b>Psychological first aid.</b><sup>3</sup> There is consensus among international disaster experts and researchers that psychological first aid can help alleviate painful emotions and reduce further harm from initial reactions to disasters. Sometimes called “Emotional First Aid,” it offers practical outreach and information to assist us in understanding our emotional responses after we or loved ones have experienced pandemic flu or other stressful events. It creates and sustains an environment of:</p> <ul style="list-style-type: none"> <li>▪ Safety</li> <li>▪ Calming</li> <li>▪ Connectedness to others</li> <li>▪ Personal effectiveness/empowerment</li> <li>▪ Hopefulness</li> </ul> <p>Understanding these principles will assist us in managing our feelings as well as guide our actions and interactions to aid others in distress.</p> <ul style="list-style-type: none"> <li>▪ <b>Safety:</b> Help people meet basic needs for food and shelter, and obtain emergency medical attention. Provide repeated simple and accurate information on how to obtain these resources.</li> <li>▪ <b>Calming:</b> Listen to people who wish to share their stories and emotions and remember there is no right or wrong way to feel. Be friendly and compassionate even if people are being difficult. Provide accurate information about the pandemic influenza and the ongoing response efforts.</li> <li>▪ <b>Connectedness to others:</b> Help people contact friends or loved ones. Keep families together. Keep children with parents or other close relatives whenever possible.</li> <li>▪ <b>Empowerment:</b> Provide practical suggestions that steer people toward helping themselves. Engage people in meeting their own</li> </ul>

All Audiences	Pre-Event Messages
	<p>needs.</p> <ul style="list-style-type: none"> <li>▪ <b>Hopefulness:</b> Find out the types and locations of services available from the public and private sector and direct people to those services. If you know that more help/services/resources are on the way, remind people of this when they express fear or worry.</li> </ul> <p><b>The three R’s of psychological first aid.</b> Remember these key words to assist with resilience and recovery:</p> <ul style="list-style-type: none"> <li>▪ <b>R</b>educe arousal</li> <li>▪ <b>R</b>eassure</li> <li>▪ <b>R</b>econnect</li> </ul>
<p><b>Poultry Workers and Owners</b></p>	<p>Because of the possible increase of avian flu, or “bird flu,” people who raise or work with poultry, such as chickens, ducks and turkeys, should follow safety procedures of their companies so they can reduce their fears for themselves and their families.</p> <ul style="list-style-type: none"> <li>▪ Companies should provide a written copy of security practices to workers and contract growers and translate it into other languages as necessary.</li> </ul>
<p><b>Culturally Diverse Groups</b></p>	<ul style="list-style-type: none"> <li>▪ Plan with cultural leaders in advance so the community response is culturally appropriate and sensitive.</li> <li>▪ Ensure pandemic flu materials are translated into the languages used in your community and distributed in the appropriate neighborhoods, faith communities and commercial districts.</li> <li>▪ Cultural practices may differ for accessing or accepting medical treatments/services and in handling grief, loss, death and spirituality.</li> </ul>
<p><b>Expatriates and Foreign Students</b></p>	<p>There will be unique challenges brought on by a pandemic for expatriate employees and students studying abroad<sup>4</sup>. For those individuals working or studying away from their home nations, there may be additional emotional stress associated with:</p> <ul style="list-style-type: none"> <li>▪ Not being able to return home due to travel restrictions, even if loved ones are sick or have died.</li> <li>▪ Disruptions in communications systems that prevent contact with loved ones.</li> <li>▪ Coping with one’s own illness without the care and comfort of loved ones.</li> <li>▪ Coping with the illness or death of loved ones at home without being there to comfort, care for or say goodbye.</li> </ul> <p>Support by additional phone calls, e-mail, phone over web, etc.</p>

All Audiences	Pre-Event Messages
<p><b>Faith Community</b></p>	<p>Evaluate activities and services (including rites and religious practices) to identify those that may facilitate virus spread from person to person. Identify ways to modify these activities to prevent the spread of pandemic influenza.</p> <p>Develop tools such as a website, toll-free number or answerline to counsel congregations on safe ways to conduct worship services during the pandemic. Consider developing call trees or “friendship lines” to keep in touch and support each other.</p> <p>Design alternate methods to conduct religious services, ceremonies, rituals, i.e. webcasts.</p> <p>Be aware of spiritual reactions to stress:<sup>5</sup></p> <ul style="list-style-type: none"> <li>▪ Feeling distant from God</li> <li>▪ Withdrawal from the place of worship</li> <li>▪ Uncharacteristic involvement with the place of worship</li> <li>▪ Sudden turn toward God</li> <li>▪ Familiar faith practices seem empty</li> <li>▪ Sense of isolation</li> <li>▪ Loss of meaning and purpose</li> <li>▪ Questioning of one’s basic beliefs</li> <li>▪ Believing God is not in control, is powerless, or does not care</li> <li>▪ Anger at clergy</li> <li>▪ Belief that we have failed God</li> </ul>
<p><b>Spiritual Leaders</b></p> <p><b>Funeral Directors</b></p> <p><b>Coroners</b></p>	<p>If you are in the spiritual leadership of your church, synagogue or temple, or if you are a coroner or funeral director, consider the impact of a pandemic on you. Multiple illnesses and deaths will take their toll. Practice self-care and peer-care. For example:</p> <ul style="list-style-type: none"> <li>▪ Take time off and take breaks during response</li> <li>▪ Make time for your own family</li> <li>▪ Do something for enjoyment such as taking a walk, reading, journaling, etc.</li> <li>▪ Exercise and eat right</li> <li>▪ Take breaks from the phone</li> <li>▪ Consider ahead of time how as professionals you can support each other.</li> </ul>

All Audiences	Pre-Event Messages
<p><b>Frontline Workers</b></p> <p><b>First Responders</b></p> <p><b>Community Leaders</b></p> <p><b>Essential Service Providers</b> <i>Transportation, Communication, Utilities, Financial, etc.</i></p>	<p>It is recommended that employers in the public and private sector develop the following psychosocial support services, particularly for the groups identified:</p> <p>The following information is from <i>HHS Supplement 11: Workforce Support. Psychosocial Considerations and Information Needs.</i></p> <p><b>Develop Workforce Resilience Programs with these components:</b></p> <ul style="list-style-type: none"> <li>▪ Plan for a long response of more than one year</li> <li>▪ Identify pre-deployment briefing materials</li> <li>▪ Augment Employee Assistance Programs (EAP) with social support services for the families of deployed workers</li> <li>▪ Train staff on cognitive, physiological, behavioral and emotional reactions, especially in children</li> <li>▪ Teach self-care in the field to safeguard physical and emotional health and maintain a sense of control and personal effectiveness</li> <li>▪ Understand cultural differences that can affect communication</li> <li>▪ Be aware of potential pandemic impact on special populations</li> <li>▪ Develop organization supports including teams, effective communication strategies, etc.</li> </ul>
<p><b>Faith Community</b></p> <p><b>Healthcare Workers</b></p>	<p>Establish stress control/resilience teams to assist and support employees and foster cohesion and morale by:</p> <ul style="list-style-type: none"> <li>▪ Monitoring employee health and well-being.</li> <li>▪ Staffing “rest and recuperation” sites. Sites can be stocked with healthy snacks, relaxing music and DVDs, and information about workforce support services.</li> <li>▪ Distributing informational materials.</li> </ul> <p>Develop services for families of employees who are in the field, frontline, working long hours and/or staffing hospitals or other workplaces overnight:</p> <ul style="list-style-type: none"> <li>▪ Assist with elder or child care</li> <li>▪ Provision of cell phone or wireless communication devices to allow regular communication among family members</li> <li>▪ Information dissemination via websites or hotlines specifically for family members of staff</li> <li>▪ Access to expert advice and answers to questions about disease control measures and self-care</li> </ul>

All Audiences	Pre-Event Messages
<p><b>Parents &amp; Caregivers of Children</b></p>	<p>Teach children good hand washing techniques and hygiene.</p> <p>Help children maintain healthy routines throughout the event, especially if schools are closed.</p> <p>Answer children’s questions honestly and in an age-appropriate way.</p> <p>Talk about the emotional impact of being sick or having family members who are sick. Be prepared to address fears, anxieties and sadness.</p> <p><b>School plans:</b> Understand school pandemic and emergency plans, distance learning/home schooling options, emergency notification and communication.</p> <p><b>Childcare:</b> Have back-up childcare plans in case one or both parents are required to work or are ill. Check with faith affiliate or employer to see what supports may be provided.</p> <p><b>Social distancing:</b> Teach children the distance rule using a ruler, yardstick or measured string to demonstrate. Have pretend times when children role play to practice social distancing and good hygiene skills.</p>
<p><b>Seniors and Persons with Disabilities</b></p>	<p>Ensure that information is provided in an accessible manner. Repeat pertinent information periodically. Be prepared to address fears, anxieties and breaks in the regular routine of some individuals.</p> <p>Complete a personal assessment of the individual’s needs. Develop an emergency kit containing general preparedness items as well as items required to meet the unique needs of the person who has a disability such as:</p> <ul style="list-style-type: none"> <li>▪ Medications with detailed medication regime</li> <li>▪ Nutritional supplements</li> <li>▪ Adaptive eating utensils</li> <li>▪ Batteries for wheelchairs, hearing aids and other tools</li> <li>▪ Communication devices</li> <li>▪ Nebulizers and other special treatments and supplies</li> <li>▪ Hygiene supplies such as adult diapers, catheters, alcohol-based hand cleaner, etc.</li> </ul> <p>Work to develop a support system that includes family members, friends, co-workers, church members, providers and personal care attendants. Should the primary caretaker become ill, develop back-up plans to provide necessary supports to the individual with a disability. Communicate and practice these plans.</p>

# **Event and Recovery Communication**



## Stress Management Messages to Address Pandemic Flu

### Event and Recovery Communication

In order to provide Missouri’s leaders and spokespersons with appropriate behavioral health messages, the Missouri Department of Mental Health Office of Disaster Readiness reviewed numerous pandemic flu resources. Most critical events are measured in terms of casualties, destruction of property and the emotional toll. A pandemic influenza will inflict a great emotional toll as well as the physical toll. Pandemic flu may emerge and then subside over a number of weeks only to return to the same community weeks or months later. Emergency response and recovery phases will recur and overlap as the pandemic spikes over an estimated 12-18 months. Therefore, risk communication will be one of the most important components of emotional recovery.

Leaders and spokespersons must provide comprehensive information using risk communication principles to promote trust and credibility. Communicating in a crisis is different because the affected communities/people will take in, process and act on information differently when their well-being is threatened. Communicators are reminded of three key risk communication concepts from the CDC:

- Express empathy.
- Provide action steps for the public.
- Communicate with respect.

The following information is organized into two sections titled *Event Response* and *Recovery*. Again, these phases will overlap and recur during a pandemic flu. The reader is advised to keep current with the threat and status of pandemic flu by regularly monitoring the CDC’s pandemic flu website: [www.cdc.gov/flu/pandemic-resources/index.htm](http://www.cdc.gov/flu/pandemic-resources/index.htm) or the Missouri Department of Health and Senior Services’ website: <https://health.mo.gov>.

Event Response	Messages
<p><b>All Audiences</b> Communication during an event should promote cooperation, confidence, and coping.</p>	<p><b>STAY INFORMED</b> <b>Stay current on the recommended procedures to address pandemic flu.</b> Missouri’s Department of Health and Senior Services (DHSS) is the lead agency and regularly updates pandemic information on their website, <a href="https://health.mo.gov">https://health.mo.gov</a> Because we live in a global community, a human outbreak anywhere means risk everywhere.<sup>6</sup> Be informed and educate yourself on how to prevent the spread of the disease. Monitor news reports on pandemic flu. Regularly check national websites such as <a href="http://www.cdc.gov/flu/pandemic-resources/index.htm">www.cdc.gov/flu/pandemic-resources/index.htm</a>.</p>

Event Response	Messages
<p><b><u>3 Key Messages</u></b></p> <p><b>Stay Informed, Reassure, Reduce Stress.</b></p>	<p><b>REASSURE</b></p> <p><b>Experts are working 24/7.</b> The best minds in the world are working on a cure and methods to reduce the impact of the pandemic flu. Follow the recommendations of the experts. It could save your life.</p> <p><b>You can reduce the spread of the disease.</b> Do your best to understand how pandemic flu is spread. Know the steps you can take to reduce the spread of the disease including:</p> <ul style="list-style-type: none"> <li>▪ Washing hands frequently with soap and water</li> <li>▪ Use alcohol-based hand cleaner</li> <li>▪ Cover your mouth and nose with a tissue when you sneeze</li> <li>▪ Immediately toss used tissues into wastebasket</li> <li>▪ Avoid touching eyes, nose or mouth</li> <li>▪ Stay at home if you are sick</li> <li>▪ Wear gloves if your are caring for someone who is ill</li> <li>▪ Practice social distancing (such as maintaining at least three feet of distance from a person who is ill).</li> </ul> <p><b>REDUCE STRESS</b></p> <p>Understand that the pandemic may occur with short notice, causing widespread impact over a long term. It may come and go over several months. The length and uncertainty will lead to stress in many of us. Be aware that stress may manifest as:</p> <ul style="list-style-type: none"> <li>▪ Concerns/fears regarding safety in public places such as school, work, or public transportation.</li> <li>▪ Emotional responses such as depression, anxiety and grief.</li> <li>▪ Physical responses such as headaches, fatigue, or an increased heartbeat.</li> <li>▪ Cognitive responses such as poor concentration, blaming, confusion, and difficulty problem-solving.</li> <li>▪ Behavioral responses including isolation and changes in eating and sleeping habits.</li> <li>▪ Spiritual responses such as increased faith, questioning your faith or blaming your higher power.</li> </ul> <p><b>Self-Care and Stress Management</b></p> <p>Many of our family members and co-workers may become ill, requiring us to perform extra duties at home and at work. We all should practice self-care and stress management techniques to help us cope. As circumstances allow during the pandemic, try to:</p>

Event Response	Messages
	<ul style="list-style-type: none"> <li>▪ Eat balanced meals, exercise, and limit alcohol/sugar/caffeine.</li> <li>▪ Keep to a normal routine at work, school, home, etc.</li> <li>▪ Recognize that some family/friends/colleagues will want to express their concerns and fears while others will prefer inward reflection. Respect these differences.</li> <li>▪ Take the time to resolve day-to-day conflicts so they do not build up and add to stress.</li> <li>▪ Spend time with and/or maintain communication with loved ones.</li> <li>▪ Enjoy relaxing activities such as watching a movie, listening to music, taking a walk, etc.</li> </ul> <p><b>We have done our best to anticipate what to expect during an outbreak<sup>7</sup> such as:</b></p> <p><b>Postponed Effect.</b> Unlike a tornado, hurricane or other naturally occurring disasters, we can't see the virus and there is lag time between exposure and onset. We may not know how or where we or our loved ones contracted the disease. This may frighten or anger us.</p> <p><b>Invisibility.</b> Illness and infection caused by an invisible agent/virus can be upsetting.</p> <ul style="list-style-type: none"> <li>▪ Facing an invisible agent may result in projecting blame on "tangible" sources such as the government, birds, or a perceived person or group assumed responsible for transmitting the virus.</li> <li>▪ Most<sup>8</sup> natural disasters have sensory cues, which enable us to be on guard, prepare, assess the threat and respond using our best judgment. In a pandemic there are no such cues until the infection takes hold. This will be stressful for us.</li> </ul> <p><b>Uncertainty.</b> Not everyone who is exposed will contract the pandemic flu. Developing antibodies takes unspecified time and is a slow process. There is no way to predict individual immunity.</p> <p><b>Risk and exposure.</b> Other stressors include:</p> <ul style="list-style-type: none"> <li>▪ Friends, family and co-workers may be the source of the virus.</li> <li>▪ Conflicts may arise when caregivers and first responders risk exposure while caring for the sick.</li> <li>▪ Some infected persons may use denial as defense mechanisms. Encourage family and friends to seek treatment when symptoms occur.</li> <li>▪ Strategies to limit risk will be stressful and possibly increase pre-existing stressors at home and in the community.</li> <li>▪ We may feel guilt if we suspect we transmitted the disease to a loved one.</li> </ul>

Event Response	Messages
	<p><b>Anticipate that our daily routines and services will be interrupted and plan accordingly.</b> For example, our daily lives may be significantly different in that:</p> <ul style="list-style-type: none"> <li>▪ Routines we count on may be altered.</li> <li>▪ Closed gatherings such as church, temple or mosque services may have limited meeting times impacting our sources of support.</li> </ul> <p><b>Complications.</b> We will experience sadness and worry due to the illness or loss of loved ones and friends. We may also experience guilt due to our inability to assist more. Additionally, there may also be multiple deaths in communities due to the pandemic. Funeral and mortuary services may be modified due to multiples deaths. None of us including those who are responders will be immune from grief. We must consider the complications caused by grief, sudden loss and impacted mortuary services.</p> <ul style="list-style-type: none"> <li>▪ <b>Grief.</b> We each react differently to grief based upon our age, gender, cultural background, religious beliefs and life experiences. Be aware of some of the following reactions to grief: <ul style="list-style-type: none"> <li>○ Physical reactions such as increases or decreases in eating, sleeping, headaches, stomach problems, blood pressure, allergies, etc.</li> <li>○ Behavioral reactions including excess alcohol use or drug abuse to numb the pain, reckless driving, self-doubt and difficulty making decisions, withdrawal, irritability or tension, apathy, increased energy and focus on shopping/cleaning/talking/projects.</li> <li>○ Cognitive reactions including short attention-span and forgetfulness, obsessively thinking about the loss, remembering the relationship and person as flawless.</li> <li>○ Emotional reactions of fear, helplessness/hopelessness.</li> <li>○ To learn more about grief and how to cope, check out the New York State Office of Mental Health <i>Grief Counseling Resource Guide: A Field Manual</i>  <a href="https://omh.ny.gov/omhweb/grief/griefcounselingresourceguide.pdf">https://omh.ny.gov/omhweb/grief/griefcounselingresourceguide.pdf</a></li> </ul> </li> <li>▪ <b>Sudden Loss.</b> We may experience grief, stress and other emotional impacts due to sudden loss. The following is from Section 4 “Sudden Death Loss Issues” from the New York <i>Grief Manual</i>. Be aware of these potential complications when dealing with sudden loss:</li> </ul>

Event Response	Messages
	<ul style="list-style-type: none"> <li>○ Inability to comprehend the loss of family member/friend/colleague due to the suddenness of the event or illness.</li> <li>○ Coping diminished due to the shock and additional stress caused by the event.</li> <li>○ No time to say “Good-bye,” “I love you,” or “I’m sorry” which could increase emotional pain.</li> <li>○ Secondary losses such as family stability, employment, financial, faith/belief system, need to relocate and other issues that may compound adjusting to the loss.</li> </ul> <ul style="list-style-type: none"> <li>▪ <b>Mortuary Services.</b> There is the possibility that several deaths will occur and overwhelm mortuary services. Funerals and memorial services may be delayed or postponed. This may cause additional stress and exacerbate grief. Find ways to honor the departed until a formal service can be provided:             <ul style="list-style-type: none"> <li>○ Write a poem or essay about the deceased person.</li> <li>○ Compile a scrapbook of photos and mementos.</li> <li>○ Ask family and friends to post tributes to a web blog, etc.</li> <li>○ Help children express grief by releasing balloons, creating artwork or other ways of honoring the deceased.</li> </ul> </li> </ul>
<b>Culturally Diverse Groups</b>	<p>Different cultures utilize different customs and rituals for grief, hope and recovery. Honor the customs of your neighbors and friends.</p> <p>Outreach to specific cultural groups may include providing information in their native language.</p>
<b>Faith Community</b>	<p>During the pandemic, consider modifying or adjusting portions of the worship service that involve close contact among the congregation or worshippers that could facilitate the spread of the virus.</p> <p>Provide tools such as a website, toll-free number or answerline to advise congregations on safe ways to conduct worship services during the pandemic.</p> <p>Provide emotional and spiritual support while understanding <i>“What Victims Want To Say To Clergy”</i><sup>9</sup></p> <ul style="list-style-type: none"> <li>▪ Don’t explain</li> <li>▪ Don’t take away my reality</li> <li>▪ Help me deal with forgiveness and integrity</li> <li>▪ Stay close</li> </ul>

Event Response	Messages
	<ul style="list-style-type: none"> <li>▪ Remember me for a long time</li> <li>▪ Don't be frightened by my anger</li> <li>▪ Listen to my doubt</li> <li>▪ Be patient</li> <li>▪ Remind me this isn't all there is to life</li> </ul>
<p><b>Frontline Workers</b></p> <p><b>First Responders</b></p> <p><b>Community Leaders</b></p> <p><b>Essential Service Providers</b> <i>Transportation, Communication, Utilities, Financial etc.</i></p> <p><b>Faith Community</b></p> <p><b>Healthcare Workers</b></p>	<p>Those providing emotional support, persons responding to the pandemic flu and those providing for critical infrastructure may experience concerns about their own well being as well as that of their families. Employers can decrease the stress on their employees by being proactive in planning. Employers may take some of the following actions advised in the Health and Human Services Supplement 11: <i>Workforce Support: Psychosocial Considerations and Information Needs.</i></p> <p><b>Review policies on personal health and safety throughout the pandemic and revise as needed. Provide a suggestion box for input via e-mail or anonymous voice-mail with a toll-free number. Consider the following:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Pre-deployment/assignment</b> <ul style="list-style-type: none"> <li>○ Conduct briefings/trainings on behavioral health, resilience, stress management issues and coping skills.</li> <li>○ Train supervisors in strategies for maintaining a supportive work environment.</li> <li>○ As applicable, ensure all employees know how to access the employee assistance program (EAP), the services provided and the confidentiality guarantee.</li> </ul> </li> <li>▪ <b>During deployment/assignment</b> <ul style="list-style-type: none"> <li>○ <b>Field Personnel</b> <ul style="list-style-type: none"> <li>○ Deploy as a team or assign “buddies” to maintain frequent contact and provide mutual help in coping with daily stresses.</li> <li>○ Frequently monitor the occupational safety, health and psychological well-being of deployed staff.</li> <li>○ Provide access to activities that help reduce stress (e.g. rest, hot showers, nutritious snacks, light exercise).</li> <li>○ Provide behavioral health services, as requested.</li> </ul> </li> <li>○ <b>Central Operations</b> <ul style="list-style-type: none"> <li>○ Enlist stress control or resilience teams to monitor employees' occupational safety, health and</li> </ul> </li> </ul> </li> </ul>

Event Response	Messages
	<p>psychological well-being.</p> <ul style="list-style-type: none"> <li>○ Establish rest and recuperation sites (as mentioned in preparedness) and encourage staff to use these resources.</li> <li>○ Provide behavioral health services, as requested.</li> <li>○ Have teams contact/check on ill employees and their families.</li> </ul> <p><b>Responders' Families</b></p> <ul style="list-style-type: none"> <li>○ Assist with elder or child care.</li> <li>○ Provide use of or access to cell phones or wireless communication devices to allow regular communication among family members.</li> <li>○ Disseminate information via websites or hotlines specifically for family members of staff.</li> <li>○ Provide access to expert advice and answers to questions about disease control measures and self-care.</li> <li>○ Ensure families can provide for themselves or access services to obtain food, medicine and psychosocial support such as family support groups, bereavement counseling, coping and stress management trainings/information, etc.</li> <li>○ Provide outreach to the employee AND their family to address ongoing needs and concerns.</li> </ul> <p>▪ <b>Post deployment/assignment</b></p> <ul style="list-style-type: none"> <li>○ Interview employees and families, if possible, for lessons learned to apply to future efforts impacting your organization.</li> </ul> <p>Provide ongoing post-emergency psychosocial support services for employees and their families either on-site or through the EAP or partner organizations.</p>

<b>Recovery Response</b>	<b>Messages</b>
<p>Communication during recovery should re-establish roles, foster emotional resilience and acknowledge efforts and losses.</p> <p><b><u>3 Key Messages</u></b></p> <p><b>Return Reflect Commemorate</b></p>	<p><b>RETURN</b> Social and economic infrastructure is important for our individual and collective recovery. Provide emotional support and encouragement to persons who are part of our daily life.</p> <p>Families and communities are encouraged to sustain and maintain daily routines as possible. It may be difficult when there have been many personal and community losses. Support one another in moving forward. Support local businesses and organizations in impacted areas.</p> <p><b>REFLECT</b> This has been a stressful time for us all but Missourians are incredibly resilient and able to overcome difficult situations.</p> <p>Anniversary dates, media accounts of similar outbreaks around the globe and other reminders can trigger stress and cause us to re-experience the event.</p> <p>We all process experiences differently. Emotional healing takes time. It is never too late to ask for help in dealing with the pandemic’s impact on your life.</p> <p>Key factors in personal resilience include the following:</p> <ul style="list-style-type: none"> <li>▪ Developing mental strength is important</li> <li>▪ Developing a purpose for moving forward, i.e. to help my family</li> <li>▪ Practicing personal effectiveness or belief that “I can”</li> <li>▪ Having prior experience problem-solving or addressing issues due to disasters or family crises</li> <li>▪ Promoting good coping strategies and the desire to take action and focus on the positive.</li> </ul> <p><b>COMMEMORATE</b> The pandemic may alter community traditions and cultural cornerstones depending upon what groups and neighborhoods were impacted.</p> <p>Offer thanks to those who have worked on pandemic flu response in our community and with our family. Expressing and receiving thanks is healing for all involved.</p> <p>Consider more formal community memorial services to remember those who died.</p>



<b>Recovery Response</b>	<b>Messages</b>
<b>Schools</b>	<p>Plan to support staff and students following the pandemic by:</p> <ul style="list-style-type: none"> <li>▪ Providing access to crisis counselors as need to assist students and staff in readjusting.</li> <li>▪ Distributing information to families on what the school system is doing to ensure building safety and to address student/staff anxieties.</li> <li>▪ Delivering appropriate details through websites, letters, phone calls, etc.</li> <li>▪ Organizing a commemoration for students and faculty who have died. Get input from students and staff on appropriate tributes.</li> <li>▪ Appropriately address sensitive issues such as:               <ul style="list-style-type: none"> <li>○ Classrooms being taught by new or substitute teachers because the faculty member died during the pandemic.</li> <li>○ Empty desks, locker contents and other personal items of students and staff who died.</li> <li>○ The seating arrangements of every classroom or office impacted by the death of a student or staff member.</li> </ul> </li> </ul>
<b>Parents and Caregivers of Children</b>	<p>Schools and community buildings may be closed to limit the spread of the pandemic. Ask your school's superintendent or school board about preparations. During a pandemic consider the following:</p> <ul style="list-style-type: none"> <li>▪ Is there a health official or other trusted individual who will be the community liaison for the school or community building/organization?</li> <li>▪ The disinfecting/decontamination process should be explained and reassurance provided that best practices and trainings have been used and verified.</li> <li>▪ Reoccupation procedures should include processes so that students, teachers, staff, administrators and the public feel safe and confident that the structure is safe. State/local dignitaries and experts should participate in a meaningful way for a significant duration that proves that the building is safe.</li> </ul> <p>Children may be afraid to return to school. Be supportive during their initial days back in the classroom. Friends and teachers may be absent or have died due to the pandemic. Talk to children and provide reassurance to help them adjust. Notes and cards tucked in their school work may brighten their day during difficult times.</p>

<b>Recovery Response</b>	<b>Messages</b>
<p><b>Seniors and Persons with Disabilities</b></p>	<p>Losses may include those who provide services and care-giving, therefore, it is important to have back-up plans in place.</p> <p>This may be a difficult time emotionally for those who survive, but have younger family members who die due to the illness.</p> <p>Loneliness is likely to occur so it is important to stay in touch with those we know through phone and by e-mail and letter if possible.</p> <p>Persons with disabilities may have additional difficulties due to the impact of the illness.</p> <p>The following are some tips from the AARP:</p> <ul style="list-style-type: none"> <li>▪ It is important to ask for help if you need it.                     <ul style="list-style-type: none"> <li>Make a list. Do and complete one thing at a time then move on to the next item. No matter how small the task, accomplishing it will help you feel more in control and reduce stress.</li> </ul> </li> </ul>

# Resources and Footnotes



<b>Resources and Websites</b>	
<small>(as of 03/03/20)</small>	
<b>Pandemic Flu</b>	<p><b>Centers for Disease Control and Prevention(CDC)</b>  <a href="https://www.cdc.gov/flu/pandemic-resources/index.htm">https://www.cdc.gov/flu/pandemic-resources/index.htm</a></p> <p><b>Missouri Department of Health and Senior Services (DHSS)</b>  <a href="https://health.mo.gov/emergencies/panflu/pangen.php">https://health.mo.gov/emergencies/panflu/pangen.php</a></p> <p><b>Missouri Department of Mental Health</b>  <a href="https://dmh.mo.gov/disaster-services/guides">https://dmh.mo.gov/disaster-services/guides</a></p> <p><b>New Jersey Department of Mental Health</b>                      NJDOH Pandemic Influenza Plan  <a href="https://www.nj.gov/health/er/documents/pandemic_influenza_plan.pdf">https://www.nj.gov/health/er/documents/pandemic_influenza_plan.pdf</a></p> <p><b>United States Department of Agriculture</b>  <a href="https://www.usda.gov/topics/animals/one-health/avian-influenza">https://www.usda.gov/topics/animals/one-health/avian-influenza</a></p> <p><b>World Health Organization</b>  <a href="http://www.who.int/csr/disease/avian_influenza/en/">www.who.int/csr/disease/avian_influenza/en/</a></p> <p><b>Individuals and Personal Preparedness</b>  <a href="http://www.pandemicflu.gov/plan/individual/checklist.html">www.pandemicflu.gov/plan/individual/checklist.html</a>                      Individual checklists in Amharic, Arabic, English, Russian, Somali, Spanish, Oromo and Vietnamese</p>
<b>Social Distancing</b>	<p><b>Social Distancing</b>  <a href="http://www.socialdistancing.org">www.socialdistancing.org</a></p> <p><a href="http://www.globalsecurity.org/security/ops/hsc-scen-3_flu-pandemic-distancing.htm">www.globalsecurity.org/security/ops/hsc-scen-3_flu-pandemic-distancing.htm</a></p>
<b>Behavioral Health Tips</b>	<p><b>Tips for Survivors: Coping with Anger After a Disaster...</b>  <a href="https://store.samhsa.gov/product/Tips-for-Survivors-Coping-with-Anger-After-a-Disaster-or-Other-Traumatic-Event/PEP19-01-01-002">https://store.samhsa.gov/product/Tips-for-Survivors-Coping-with-Anger-After-a-Disaster-or-Other-Traumatic-Event/PEP19-01-01-002</a></p>
<b>Grief</b>	<p><b>Grief Counseling Resource Guide New York State Office of Mental Health</b>  <a href="https://omh.ny.gov/omhweb/grief/griefcounselingresourceguide.pdf">https://omh.ny.gov/omhweb/grief/griefcounselingresourceguide.pdf</a></p>

<b>Resources and Websites</b>	
<i>(as of 03/03/20)</i>	
<b>Personal Preparedness</b>	<p><b>Missouri Department of Health and Senior Services (DHSS) Ready in 3</b>  <a href="https://health.mo.gov/emergencies/readyin3/">https://health.mo.gov/emergencies/readyin3/</a></p> <p><b>The American Red Cross</b>  <a href="http://www.redcross.org">www.redcross.org</a></p> <p><b>The U.S. Department of Homeland Security (DHS)</b>  <a href="http://www.ready.gov">www.ready.gov</a></p>
<b>Faith Community</b>	<p><b>Church World Service</b>  <a href="https://cwsglobal.org/get-involved/congregations/">https://cwsglobal.org/get-involved/congregations/</a></p> <p><b>United States Conference of Catholic Bishops</b>  <a href="http://usccb.org/">http://usccb.org/</a></p> <p><b>Emotional and Spiritual Care, an Introduction on Basic Concepts, National Voluntary Agencies Active in Disasters (NVOAD)</b>  <a href="http://www.nvoad.org/wp-content/uploads/dlm_uploads/2014/04/Light-Our-Way-2013.pdf">http://www.nvoad.org/wp-content/uploads/dlm_uploads/2014/04/Light-Our-Way-2013.pdf</a></p> <p><b>Preparation for Pandemic Influenza in Communities of Faith, Nebraska Behavioral Health</b>  <a href="http://www.disastermh.nebraska.edu/files/recovery/PandemicFlu/RSV%20Pandemic%20Preparedness.pdf">http://www.disastermh.nebraska.edu/files/recovery/PandemicFlu/RSV%20Pandemic%20Preparedness.pdf</a></p>
<b>Schools</b>	<p><b>Prepared Schools: A Toolkit For Crisis Response In Schools</b>  <a href="https://prepared-schools.com/">https://prepared-schools.com/</a></p> <p><b>Contra Costa County Pandemic Action Kit for Schools</b>  <a href="https://cchealth.org/pandemic-flu/school-action-kit/">https://cchealth.org/pandemic-flu/school-action-kit/</a></p>
<b>Seniors and persons with disabilities</b>	<p><b>American Association of Retired Persons (AARP)</b>  <a href="http://www.aarp.org">www.aarp.org</a></p> <p><b>Tips for Responding to Functional Needs</b>  <a href="https://dmh.mo.gov/media/pdf/tips-responding-functional-needs">https://dmh.mo.gov/media/pdf/tips-responding-functional-needs</a></p> <p><b>Dealing with Disaster</b>  <a href="http://www.aarp.org/_articles/states/dealing_with_disaster.pdf">www.aarp.org/_articles/states/dealing_with_disaster.pdf</a></p> <p><b>We Can Do Better: Lessons Learned for Protecting Older Persons in Disasters</b>  <a href="https://assets.aarp.org/rgcenter/il/better.pdf">https://assets.aarp.org/rgcenter/il/better.pdf</a></p>

<b>Resources and Websites</b>	
<i>(as of 03/03/20)</i>	
<b>Handouts and Fact Sheets</b>	<p><b>Flu and Colds: What's the Bottom Line?</b></p> <p><a href="https://nccih.nih.gov/sites/nccam.nih.gov/files/Flu_and_Colds_01-27-2016.pdf">https://nccih.nih.gov/sites/nccam.nih.gov/files/Flu_and_Colds_01-27-2016.pdf</a></p> <p><b>Center for the Study of Traumatic Stress.</b> A variety of fact sheets including “Psychological First Aid: How You Can Support Well-Being in Disaster Victims”</p> <p><a href="https://www.cstsonline.org/fact-sheet-menu/fact-sheet-list">https://www.cstsonline.org/fact-sheet-menu/fact-sheet-list</a></p>

**Footnotes**

<sup>1</sup> Figure from CDC conference call on Crisis & Emergency Risk Communication for Pandemic Influenza 1/23/07.

<sup>2</sup> This example from presentation in STL 2006 by Peter Macintyre, Manager, Community Safeguard Services, Toronto Emergency Medical Services

<sup>3</sup> Psychological First Aid: How you Can Support Well-Being in Disaster Victims from the Center for the Study of Traumatic Stress, a program of the Uniformed Services University, the nation’s federal medical school, Bethesda, MD [www.usuhs.mil/csts](http://www.usuhs.mil/csts)

<sup>4</sup> From the Emotional Challenges of Influenza, on-line resource from New Jersey Department of Mental Health <http://www.disastermentalhealthnj.com/>

<sup>5</sup> From Emotional and Spiritual Care, an Introduction on Basic Concepts, National Voluntary Organizations Active in Disasters (NVOAD)

<sup>6</sup> This sentence from DHSS Pan Flu plan version 2.0, 2/9/06, page K.1.12(5)

<sup>7</sup> Info for responders: following the SARS epidemic in Toronto in 2004, quarantined persons in households with combined incomes of less than \$40,000 had more self-reported depression and stress symptoms. The authors of the study surmised that quarantined persons with lower household incomes may require additional levels of support. “SARS Control and Psychological Effects of Quarantine, Toronto, CANADA from *Emerging Infectious Diseases*, Vol. 10, NO 7, July 2004, pg 1211)

<sup>8</sup> What Victims Want To Say To Clergy, A Collection of Feelings Expressed by Victims”, author unknown, reprinted from “Emotional and Spiritual Care, An Introduction and Basic Concepts, A Working Document” featured in *Mental Health and Disasters: A Basic Approach for Pastoral Care* from Missouri Department of Mental Health and St. Louis University Heartland Center for Public Health Preparedness