Home Care Education Manual

A training guide to help persons provide basic health care in the home during times of a pandemic flu or other public health emergency

Florida Department of Health
August 2007
This manual was developed by the Florida Department of Health (department), Office of Public Health Nursing under a grant from the U.S. Department of Health and Human Services, Center for Disease Control and Prevention (Project ID: CP00029).

This training manual and any accompanying materials are designed for department staff and other community health care partners. The curriculum is designed to prepare the general public on how to practice basic self care, in the event of a pandemic or other emergency that encourages voluntary self isolation or requires persons to shelter at home. The curriculum offers information on how to conduct a basic health assessment as well as guidelines for distinguishing major from minor health related signs and symptoms.

For more information contact the Florida Department of Health, Office of Public Health Nursing at (850)245-4746 or visit the department’s Web site at www.doh.state.fl.us

Disclaimer

This document is intended to serve as a training guide for department staff and other interested parties who conduct health training for the general public. All information is for educational purposes only. The curriculum may not be modified. Delivery may be modified for local use to include one or more units during a presentation. Users are given permission to use these materials provided that credit and acknowledgment is given to the Florida Department of Health for development and design of the curriculum. This training may not be sold and any profit from use of these materials is strictly prohibited.

Information contained in this training manual is not intended to be construed or considered as legal, medical, technical or other professional advice, nor is it intended to be a substitute for professional advice or recommendations for health care. For specific medical advice, diagnoses, and treatment, persons should consult a doctor or other medical professional.

While all attempts have been made to include the most current home care philosophies, detail and resources, information contained in this document is subject to change. Neither the State of Florida nor the Florida Department of Health guarantees the accuracy, reliability or timeliness of any information contained in this document. Resources and references are included to assist users in identifying possible sources of information. It is the user’s responsibility to verify accuracy of information. The department is not responsible for changes or additions to information presented in this training manual or on the PowerPoint slides.

August 2007
Acknowledgements

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PURPOSE OF TRAINING

A pandemic flu is likely at some time in the future. If this occurs, community services could be disrupted and medical services and resources could be strained. A pandemic or global disease outbreak, where there is little or no immunity, could require persons to self quarantine or shelter at home. If this happens, persons need to be prepared to care for themselves and their families. Among other things, persons will need the skills and confidence to handle illness and provide basic home care.

This training is designed to prepare persons for a potential outbreak or event when care in the home and the ability of people to take care of themselves and their families may be necessary. Such an outbreak could be a pandemic influenza, avian influenza (Bird Flu) or sudden acute respiratory syndrome (SARS). This educational information would also be important in the event of a natural or man made disaster where a person’s ability to receive professional medical attention may be compromised due to impassible roads, lack of transportation, power outages, structural damage to medical facilities, lack of medical personnel or over-crowded facilities.

The overall goal is to prepare individuals to recognize and handle minor medical symptoms and to keep the “worried well” out of facilities, like hospital emergency rooms, that will be overburdened or difficult to reach during a public health care emergency.

USING THE TRAINING GUIDE

This training guide is designed to provide a standard curriculum to be used primarily by nurses or other health professionals to educate the public. Nurses are a prime resource for getting the message to the community and improving the health of the public. Each trainer is encouraged to supplement or adapt the basic information and materials provided to address local needs and training sessions.

Based upon the determined audience and purpose of each training session, trainers will establish the length of the training, select units and modules to present, and identify and include local information and materials.

Training is divided into six units with each unit containing a series of specific content modules. Each training unit contains:

- Learning objectives
- Suggested procedure for presenting the unit
- Suggested activities that can be selected to make the training more interactive
- A list of materials and handouts that will be helpful in presenting the unit
- Special notes to the trainer and additional resource materials
- A PowerPoint presentation with sample speaker notes for the unit’s content
Knowing Your Audience

Before you can use the training guide to plan your session you must determine who you will train and why. Will you be training local community leaders or professional community groups? Is the purpose to provide leaders information or encourage them to support the training concept? Will you be training the general public or a specific public group such as persons in a public housing development, a senior center or a neighborhood? Does the intended audience have any special needs, language or learning issues to consider?

Remember, this curriculum is designed to provide basic information to the general public. Resources are included to assist the trainer change the detail and level of information to fit the target audience.

Selecting Your Training Content

It may not be practical, desired or feasible to include all units in a scheduled training. The Training Planner and Needs Assessment, in this section, can assist you in selecting units to include. Once you know the training audience, meet with or contact a representative of that audience to determine their training needs; what they hope to gain from the training; the time available and the anticipated size of the group to be trained. Whatever unit or module is selected, it is important to include introductory slides on the purpose of the training and what will be covered.

Sample Training Design Scenarios:

- Your goal is to introduce community leaders, professionals and organizations to the training and to encourage them to participate in additional trainings or to seek additional information. Schedule a 1 hour training using Unit 1 – Introduction and Overview along with Unit 2.1 Recognizing the difference between minor and major symptoms, Unit 4.1 Prevention Overview, Unit 6.2 Community Resources and 6.3 Additional information and training resources.

- Your goal is to provide a time limited training to a public group such as persons at a senior center to make them aware of the need for understanding how to care for themselves and to provide basic care information. Schedule a 2 -3 hour training using Unit 1, the introduction modules for Units 2 - 5 and Unit 6.

- Your goal is to provide more detailed information, knowledge and exercises to a public group. Schedule a 3 -4 hour training using Unit 1, all or selected modules from Units 2 -5 and Unit 6.

- Your goal is to provide more detailed information to a group of young mothers. Schedule a 3-4 hour training using Unit 1 and modules from Unit 2 that go into greater detail on treating specific symptoms in children. Also include an expanded overview of Units 3-5 and Unit 6.
Using the PowerPoint Slides to Guide Your Discussion

This curriculum includes PowerPoint presentations for each of the units. These presentations are a guide for individual training sessions. Trainers can use the slides to present the training with minimal additional preparation. Speaker notes are included but are not intended to be read word for word. Generic speaker notes cannot meet the needs of all audiences and trainings. Notes can be revised to fit your personal training style, the audience being trained and content area selected for training. Language and terminology included with the slides may not be appropriate for all audiences. You may need to simplify or define words or provide additional discussion and demonstration.

Some of the slide speaker notes have links to additional resources. These links are to help prepare the trainer who may not have expertise in the particular topic covered by the slide.

An electronic copy of the PowerPoint presentation is provided with this training guide. This will allow you to adjust the presentation to meet the needs of your audience, available training time and any local or current health care situations. You can delete slides, add slides with additional information and adapt slides to include local information and resources. You can also change pictures to reflect local resources or your personal style. Some of the slides are animated for bullets to enter one at a time as you click the mouse. Animations may also be changed to fit your training style.

Keep in mind that PowerPoint was not created for multigenerational documents and will corrupt itself if new versions are saved into old documents again and again. If you continue to edit an existing show, the file could eventually become corrupt, causing problems. When creating a new version of an existing PowerPoint presentation, the preferred method is to open a new document and copy and paste the slides from the old document into the new one. You can also copy and paste the slide master to make sure the formatting remains the same.

If you do not have access to equipment or if the training site is not conducive to the use of an electronic presentation, slides can be printed in handout format and used by the audience to follow along with the discussion.

UNDERSTANDING THE ADULT LEARNER

| I hear and I forget. |
| I see and I believe. |
| I do and I understand. |
| ------ Confucius |

People learn by hearing, seeing and doing. Much has been written on maximizing the training experience for adult learners. Your training will be more effective if characteristics of the adult learner are kept in mind when designing your training. If you
do not have experience teaching adults, it will be helpful to review additional resources. See Resource List following Unit 6.

The following characteristics do not apply to all adults but are generalizations which could assist you in designing a successful training.

**Characteristics of Adult Learners**

Adults bring a lifetime of experience and information to the training – Allow persons to share personal experiences. Relate training and new information to these experiences. Show respect, do not talk down to trainees, validate experiences, encourage participation, listen and learn.

Adults come to trainings with a variety of learning styles – Vary your presentation and techniques to provide a variety of training methods such as lecture, demonstration, role play, small group activities and questions and answers. Allow the audience an opportunity to hear, see and do.

Adults generally want to learn information that is related to their needs – Explain the purpose of the training. Show how the training is practical and relative to their needs, how they will benefit from the training, how it will help them prevent or solve problems and how they can apply the information learned.

Adults generally prefer to be self directed learners – Involve the adult in the learning experience. Ask questions about what they know and what they want to know.

Adults generally learn best in an informal, nonjudgmental, collaborative environment – While your information and time limits might compel you to share facts in a didactic instructional style, try to create a relaxed environment that is conducive to informal sharing. Acknowledge and thank trainees for their thoughts, questions and answers so they will feel their input is important.

Adults learn by doing or teaching others - Research has shown that persons will remember 5% to 20% of what they hear but up to 90% of what they see, hear and practice by doing. This curriculum includes activities that will allow your audience the opportunity to do or practice.

Adults come to training with a variety of established opinions, beliefs and values – Acknowledge and respect individual differences and beliefs. Allow for questioning of information. Have facts to back up information you want the audience to learn.

**TRAINING BASICS**

Following is an introductory, quick guide to training. This will be a helpful review if you are an experienced trainer. While this section will provide the basics for a new or
inexperienced trainer, it will be helpful to review additional training resources or obtain formal training. A list of training resources is included in this document following Unit 6.

Planning the Training

Define Audience – Assess Needs – Define Objectives - Set Priorities – Adapt Materials

Define your target audience - Who will you train? Will your audience be community leaders, professional community groups, members of the general public or members of a specific target group?

Assess training needs - Ask audience representatives about their training needs and what they expect from the training.

Select a training site suitable for the target audience – Visit the site, if possible, before finalizing the location to plan the training room set up. Ensure the site meets accessibility standards. Determine if the room is large enough to accommodate your anticipated audience. Determine if microphones or other sound system will be needed for the audience to hear the training. Determine if there are other adaptations needed based on your audience, such as the need to rearrange furniture.

Prepare training that meets the needs of diverse audiences – Will your training be accessible to persons with disabilities and elders? If your training site is not on the first floor, make sure there are elevators. Make sure any information about the training or marketing materials includes a statement regarding the availability of accommodations for persons with disabilities. For example: “Individuals needing special accommodation to attend this event should contact (name of the designated contact) at least three days in advance.” Include a contact telephone number as well as the agency phone number for persons with hearing or speech impairments. If your agency does not have a phone number for a telecommunications device for persons with speech or hearing impairments include the number 711 for the Florida Telecommunications Relay Service. Make suitable arrangements for trainees such as wheelchair access and large print handouts. See training resources for more information on accessible training.

Understand cultural differences of the audience - Learn about different cultures of people you will be training. Does your target audience have any special learning or language needs or preferences? Will you be training persons who share common experiences that might affect the way they learn? Will you be training persons with diverse experiences? Keep cultural differences in mind but remember, while persons in a particular group may have similar social or cultural backgrounds, each person is an individual. While you need to be aware of and open to cultural differences in such areas as values, traditions, beliefs, language and age, it is important not to use this information to generalize or oversimplify your ideas about your trainees.

Define your training objectives and determine your priorities - Design the training and develop the content outline based on these objectives. Keep the identified needs of the
group in mind. In most cases, you will not be able to cover everything so select the most important or appropriate information for the group and have supplemental information and materials available if time allows.

Determine your training approach – What will be your training style? How will you balance lecture with discussion and activities?

Review the training materials - Adapt training materials to focus on areas of interest and personal training style. Compile any supporting materials. Make sure the type size on the handouts and PowerPoint presentation are large enough for easy reading by all persons in the room. Remember to think about the language or reading levels of your target audience.

Prepare an agenda - Get feedback on the agenda from others such as a representative of the training group, those familiar with the audience and those familiar with the training content. Annotate your copy of the agenda with remarks or clarifications to assist you in facilitating the training. *(A sample agenda is included in the Appendix.)*

Market the training to the community – Who do you want to tell about the training? What community resources can help you reach your target audience? Will you need flyers or public service announcements to recruit persons to attend? Do you want to issue a press release? Do you want persons to register in advance? Do you have a limited number of training spaces? *(A sample training flyer is included in the Appendix.)*

Determine what equipment and supplies will be needed - Arrange to have equipment available. Practice using the equipment. Arrange for back up equipment such as extra batteries, projector light bulbs and extension cords. Order necessary supplies such as note pads, pencils, flip charts, tape and paper clips etc.

Consider additional details – Do you want to arrange for items to be given away such as health promotion gifts? Do you want to provide water and healthy food or snacks? Make a checklist of things to do before the training and items to bring with you.

**Before the Training**

Be Prepared – Practice – Practice Again – Organize - Arrive Early – Check - Recheck

Be Prepared - Review your checklist and take care of any last minute details.

Prepare for your presentation – Familiarize yourself with the information and organization of your presentation. Practice your presentation using the slides, focusing on key points to deliver the information. Write notes about information you want to add. Anticipate and prepare for questions.

Check references - Review resources or links for handouts to see if information has been revised or updated.
Organize for the training - Make a final check of materials and handouts for grammatical or typographical errors. Prepare handouts and participant packets. Prepare training room signage, name tags and sign in sheets. Share contact information with the training site liaison. Make sure contact information is available in your office in case someone you work with needs to reach you during the training event.

Set up the training room and equipment in advance – You may wish to set up the day before the training to avoid last minute problems which could be difficult to solve at the time of training. Make sure everyone will be able to see the screen. Check the viewing site from all sitting positions. Check any sound equipment. Make sure there are adequate chairs and tables. Verify arrangements for persons with disabilities. If you cannot set up the day before, take care of these details when you arrive early, at least one hour before the scheduled training.

Arrive early – Be early to handle last minute details and to make sure you are present when the first trainee arrives. Post training room signage. Recheck room set up. Adjust the lighting and temperature in the room. Familiarize yourself with the location of restrooms, phones, break rooms etc. Make a final equipment test. Have hard copies of presentations available in case of unexpected equipment or power problems.

Set up a registration station – Position yourself or another trainer at the registration table with your sign in sheet, pens or pencils, name tags and participant folders.

Recheck – Take one last look over the room and your training notes then step back and take a deep breath. When you are well prepared for any occurrence you can stay calm and have a successful event.

**During the Training**

Be Enthusiastic – Start on Time - Encourage Participation – Expect the Unexpected.

Welcome people as they enter the room.

Be enthusiastic and introduce yourself - The first few minutes of your contact with attendees and your attitude set the tone for the training. It is essential to establish rapport and provide a non threatening atmosphere for participation and interaction.

Start on time - Stay on schedule – End on time - While unforeseen events or issues require you to remain flexible during training, sticking with an established schedule shows the audience you respect their time.

Provide trainees with housekeeping information – Inform them of the location of the restrooms. Tell them when there will be formal breaks or let them know that they can leave the room as needed.
Set ground rules – Inform the group of desired guidelines to help make the experience positive for everyone. Ground rules could include things like asking persons to turn off or put cell phones on vibrate, respect others who are talking and keep side conversations to a minimum.

Consider using an Ice Breaker to start the event - An ice breaker is an interactive way to help people get to know each other and build a common purpose. The ice breaker should be appropriate for the objectives and content that will follow. See Training Resources for more information and examples of Ice Breakers.

Maintain a natural style – Maintain eye contact. Do not read your presentation or face the slides as you speak. Use an informal, conversational approach. Do not use medical jargon. Move around during the presentation.

Involve trainees and encourage their participation - Ask questions and use interactive exercises.

Do not fake it - If you do not know the answer to a question, be honest. Tell the group you will find out and follow up with them or let them know how and where they can find the answers.

Be prepared for the unexpected – You never know what might occur with training materials or what discussions might arise.

Observe how well you are meeting your objectives - Observe how trainees react to the training content and style. Observe how well trainees understand the information provided through their questions, discussions and participation in training exercises. Ask participants to complete an evaluation of the training and provide feedback. A sample training evaluation form is included in the Appendix.

After the Training

Assess - Review – Evaluate – Revise – Begin Planning – Show Appreciation

Assess the training experience to see if your objectives were achieved.

Review evaluations and feedback.

Revise training and teaching methods as necessary to respond to valid evaluation comments and to ensure objectives are met.

Send thank you letters or notes, as appropriate, to agencies that let you use space or persons who assisted.
Training Unit Overview

Unit 1 – Introduction and Overview

This unit is designed to stimulate interest and participation. It will provide participants with a basic understanding of what a pandemic is, what it means to shelter at home and why it is important to be prepared.

Upon completion of this unit participants should be able to:

1. Explain how a pandemic is different from a seasonal influenza outbreak.
2. Explain why it is important to be prepared for a public health emergency.
3. List personal concerns, skills and learning needs to be able to provide care at home.

Unit 2 – Managing Symptoms

This unit is designed to assist persons recognize the difference between minor and major medical symptoms and provide them with basic information and resources for addressing symptoms.

Upon completion of this unit participants should be able to:

1. Describe the difference between symptoms of a cold or influenza.
2. Describe ways to provide basic home care for common cold or flu symptoms such as fever, sore throat, cough and dehydration.
3. List three symptoms that require professional assistance.

Unit 3 – General Care Activities

This unit is designed to give participants information on the basic skills needed to provide home care and an awareness of how those skills may need to be adapted based on who is receiving care.

Upon completion of this unit participants should be able to:

1. Identify different kinds of thermometers.
2. Describe the appropriate use of some common “over-the-counter” drugs.
3. List the steps necessary to keep someone hydrated.
**Unit 4 – Prevention**

This unit is designed to give persons basic information to help them protect themselves from getting sick or injured and to help them prevent the spread of illness.

Upon completion of this unit participants should be able to:

1. Name three actions that can reduce the spread of illness.
2. Describe the proper technique for washing their hands.
3. Name three ways to prevent accidental injury.

**Unit 5 – Preparation / Planning**

This unit is designed to help persons make a plan of action to be prepared to shelter at home during a public health emergency.

Upon completion of this unit participants should be able to:

1. Explain the importance of keeping a written list of family member prescriptions.
2. List at least five items that should be in a first aid kit.
3. Name the two most important supplies to have on hand in case of an emergency.

**Unit 6 – Staying Informed**

This unit is designed to determine if course objectives have been met, if group has learned what you wanted them to learn, and to leave the group with a plan of action and additional resource information.

Upon completion of this unit participants should be able to:

1. Explain at least three things they have learned.
2. Name one to two local agencies where they can get additional training or assistance.
3. List at least three resources they can use to get more information.
Sample Unit Presentation Overview

Each unit contains a description of the unit Purpose, Objectives, Procedure, Suggested Activities, Materials, Estimated Time, Trainer Notes and Resources. The units also contain a copy of the PowerPoint slides and speaker notes. As an introduction to the slides in each unit, a slide overview table is included to help you personalize and plan your training. This table will allow you to make notes to assist you in presenting the training. Following is an example of what the overview table looks like and sample notations.

<table>
<thead>
<tr>
<th>Slide</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slide 1</td>
<td>Have this up as participants enter room. Add local logo.</td>
</tr>
<tr>
<td>Slide 2</td>
<td>Do not need slide for this training. Only using this unit.</td>
</tr>
<tr>
<td>Slide 3</td>
<td>Give handout on Pandemic Flu.</td>
</tr>
<tr>
<td>Slide 4</td>
<td>Use</td>
</tr>
</tbody>
</table>
This table provides guidelines to help you plan your training. Timing information for Units is based upon suggested maximum times if all modules are included. Each module within a unit is estimated to take an average of 5 minutes for slide presentations. Additional time will be needed if discussion or an activity is added. Timing, materials, handouts and exercises can be adapted to meet audience and training needs.

<table>
<thead>
<tr>
<th>Unit / Module</th>
<th>Materials Needed</th>
<th>Activity or Exercise</th>
<th>Handouts or Resources</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Introduction / Overview</td>
<td>30 minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Welcome Purpose</td>
<td>Name badges Flip chart or white board, markers PowerPoint</td>
<td>Ice Breaker</td>
<td>Origami hat A-Z Word List Training notebook</td>
<td>20 minutes</td>
</tr>
<tr>
<td>1.2 Overview</td>
<td></td>
<td></td>
<td></td>
<td>10 minutes</td>
</tr>
<tr>
<td>2 Managing Symptoms</td>
<td>1 ½ - 2 hours if all modules are included</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 Introduction</td>
<td>PowerPoint</td>
<td></td>
<td></td>
<td>5 minutes</td>
</tr>
<tr>
<td>2.2 Cold or Flu</td>
<td>A Guide for Individuals and Families</td>
<td>Cold or Flu Seasonal v Pandemic</td>
<td></td>
<td>5 minutes</td>
</tr>
<tr>
<td>2.3 Managing Cold or Flu</td>
<td>Any demonstration items like baby nasal suction bulb, thermometers, etc</td>
<td>Additional trainer reference pages</td>
<td>Symptom specific handouts</td>
<td>35 minutes</td>
</tr>
<tr>
<td>2.4 Managing other health</td>
<td></td>
<td>Additional trainer reference</td>
<td></td>
<td>35 minutes</td>
</tr>
<tr>
<td>care symptoms</td>
<td></td>
<td>pages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 2 exercise</td>
<td>Discussion Scenarios, flip chart, pens &amp; paper</td>
<td>What would you do?</td>
<td></td>
<td>15-30 min</td>
</tr>
<tr>
<td>3 General Care Activities</td>
<td>45 minutes – 1 hour</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 Introduction</td>
<td>Pre-post test</td>
<td></td>
<td></td>
<td>5 minutes</td>
</tr>
<tr>
<td>3.2 Taking a temperature</td>
<td>Example thermometers</td>
<td>Temperature demonstration</td>
<td></td>
<td>10 minutes</td>
</tr>
<tr>
<td>3.3 Over-the-Counter</td>
<td>Example empty OTC medicine boxes</td>
<td>OTC Label OTC Medical Terms</td>
<td></td>
<td>15 minutes</td>
</tr>
<tr>
<td>medications</td>
<td></td>
<td>Definitions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4 Feeding and</td>
<td></td>
<td></td>
<td></td>
<td>5 minutes</td>
</tr>
<tr>
<td>Hydration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.5 Special</td>
<td></td>
<td></td>
<td></td>
<td>5 minutes</td>
</tr>
<tr>
<td>Considerations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 3 exercise</td>
<td>Pre-post test</td>
<td></td>
<td></td>
<td>5 minutes</td>
</tr>
<tr>
<td>4. Prevention</td>
<td>30 – 45 minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1 Introduction</td>
<td></td>
<td></td>
<td></td>
<td>2 minutes</td>
</tr>
<tr>
<td>Unit / Module</td>
<td>Materials Needed</td>
<td>Activity or Exercise</td>
<td>Handouts or Resources</td>
<td>Timing</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------</td>
<td>----------------------------</td>
<td>-----------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>4.2 Hand Washing</td>
<td>Hand sanitizers</td>
<td>Sanitize Hands</td>
<td>Hand Washing handout</td>
<td>5 minutes</td>
</tr>
<tr>
<td>4.3 Healthy Habits</td>
<td></td>
<td></td>
<td>Stop the Spread of Germs handout</td>
<td>8 minutes</td>
</tr>
<tr>
<td>4.4 Tips for the Caregiver</td>
<td></td>
<td></td>
<td></td>
<td>5 minutes</td>
</tr>
<tr>
<td>4.5 Preventing Injuries</td>
<td></td>
<td></td>
<td></td>
<td>5 minutes</td>
</tr>
<tr>
<td>Unit 4 Exercise</td>
<td></td>
<td>What’s wrong with this picture?</td>
<td></td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

5. Preparation / Planning 40-45 minutes

<table>
<thead>
<tr>
<th>Module</th>
<th>Activity or Exercise</th>
<th>Handouts or Resources</th>
<th>Timing</th>
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<tbody>
<tr>
<td>5.1 Introduction</td>
<td></td>
<td>Pandemic Flu planning checklists</td>
<td>10 minutes</td>
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<tr>
<td>5.2 Medical History</td>
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<td>Health Information Sheet</td>
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<td>5.3 Medical Supplies</td>
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<td>Medicine Chest game</td>
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<td>5.4 Other Emergency Supplies</td>
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<td>First aid kit checklist; Supplies Calendar Example</td>
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<td>Unit 5 Exercise</td>
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<td>Get Ready Crossword Puzzle</td>
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6. Staying Informed 30 – 45 minutes

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<th>Module</th>
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<tr>
<td>6.1 Introduction</td>
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<td>6.2 Community Resources</td>
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<td>6.3 Additional Training and information</td>
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<td>Resource List</td>
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<tr>
<td>6. Summary Q&amp;A</td>
<td>Evaluation Form</td>
<td>Shout Out</td>
<td>Shout out word list Local phone / training list</td>
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</table>
Training Needs Assessment

This checklist can be used to assist you in designing your local training. Once you have determined your selected audience and the training time available, make an assessment of the importance and appropriateness of each unit and module.

<table>
<thead>
<tr>
<th>Unit</th>
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<th>Desired</th>
<th>Required</th>
<th>Estimated Time</th>
<th>Notes</th>
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<td>2.4.1.a Managing other health care symptoms Upset Stomach (N &amp; V)</td>
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<td>4.1 Introduction</td>
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<td>4.4 Tips for Caregivers</td>
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<td>4.5 Preventing Injuries</td>
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<td>5.1 Introduction</td>
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<td>5.4 Food &amp; other supplies</td>
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<td>6.1 Introduction</td>
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<td>6.4 Summary</td>
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Unit 1 – Introduction and Overview

Purpose: To stimulate interest and participation. This unit will provide participants with a basic understanding of a pandemic, what it means to shelter at home and why it is important to be prepared.

Objectives: Upon completion of this unit participants should be able to:

1. Explain how a pandemic is different from a seasonal influenza outbreak.
2. Explain why it is important to be prepared for a public health emergency.
3. List personal concerns, skills and learning needs to be able to provide care at home.

Procedure: This unit is presented using PowerPoint slides 1-10.

Welcome the group. Introduce yourself and the subject of the training. Explain what will happen during the training. Review the agenda, training time frames and go over housekeeping details. Conduct an ice breaker exercise.

The unit contains the following modules. Each begins with a new PowerPoint slide. Additional procedural information such as suggested handouts may be included on slide speaker notes pages:

1.1 Welcome and purpose of training (PP 1-4)
1.2 Overview of training modules (PP 5-10)

Suggested Activities:

Consider a pre training exercise to engage the participants. This gives participants something to do while waiting for the training to start and helps set the mood even before the training begins. Have a sheet of paper and instructions for making an origami hat at each seat. Let participants know they can make their hats while they are waiting. As you begin the training, announce that the short training will cover a lot of information, so they should, “hold onto your hats – here we go.”

Another pre training activity is to have a display table set up in the room filled with sample home care aids, books, posters, emergency supply equipment etc. Participants who arrive early can look at the displays while waiting for the training to begin. A book or supply item can be used as a give away during the training.

As an ice breaker, give each participant up to 1 minute to introduce themselves and state what their biggest fear or concern is about providing home care for themselves or someone in their home. Give an example by listing your fear such as: “I’m afraid I would panic if I saw a loved one bleeding.” Let the group know that all fears and
concerns are valid and none are to be discounted. Record the fears or areas of concern on the flip chart to refer back to during the training.

Use headlines or key words to record information on a flip chart. For example, instead of writing, “I’m afraid I would panic if I saw a loved one bleeding” write bleeding or cuts and wounds. Summarize the list of concerns (top 3-5 fears) and tell participants you hope that by the time they complete training they will have information and confidence to handle these situations.

If there are more than 10 - 15 persons in the group there will not be enough time for each person to introduce themselves. Welcome the group as a whole and have a 5 minute discussion inviting a few persons to share their fears. You can begin the discussion by stating, “Let us list some fears about taking care of your family if help was hard to get during an emergency.”

See suggested activity for “Medicine Chest Game” in Unit 5. Trainers presenting multiple units can expand the game to include a First Aid Kit and an Emergency kit. The game can be introduced at the beginning of the training and used throughout the units with a summary at the conclusion of Unit 5.

See suggested activity for “Shout Out” in Unit 6. If you want this to be an ongoing activity during the training session, give each participant an A-Z fill in sheet and explain how they are to fill in words as they hear them.

Materials:

- Flip chart with easel and markers or blackboard or white board
- Computer projector and screen for PowerPoint presentation
- Presentation handout notes - print from PowerPoint presentation
- Origami hat handout - copy included in appendix
- A-Z word list activity sheet – copy included in appendix

Estimated Time: 30 minutes
Notes to Trainer: This unit can also be used as a stand alone training to introduce public groups to the basics and encourage them to participate in additional training or to seek additional information. If used as stand alone training, consider expanding the unit to include information on recognizing the difference between minor and major symptoms (Unit 2), overview of prevention activities (Unit 4) and Community Resources (Unit 6).

Speaker notes on PowerPoint slides are to be used as a guide for the trainer. They are not intended to be read word-for-word. It is not possible to prepare generic Speaker Notes to meet the needs of all audiences and trainings. Trainers can adapt speaker notes to reflect individual training style, the audience being trained and content area selected for training. Notes included with the slides may not be appropriate for all audiences. See “Trainer Tips” for understanding your audience. For example, you may need to define terminology or provide additional discussion and demonstration.

Resources: See bibliography and resource list at the end of the training guide. For more information on the pandemic flu visit http://pandemicflu.gov. For more information on Sudden Acute Respiratory Syndrome visit www.cdc.gov/ncidod/sars.

Notes:
Presentation Overview

This is an overview of Unit 1 slides. You can use this form to help plan your training and to make notes to assist you in presenting the training. Notations could include information such as which slides to use or delete, when to give handouts etc. Following the slide overview section are the notes page views of the PowerPoint presentation containing sample speaking points.

<table>
<thead>
<tr>
<th>Slide</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Slide 1</td>
<td>![Image](How Ready Are You to Shelter at Home?)</td>
</tr>
<tr>
<td>Slide 2</td>
<td>![Image](Home Care Education)</td>
</tr>
<tr>
<td>Slide 3</td>
<td>![Image](What is a Pandemic? - Disease - Rare - Affects large area - Affects many people - Spreads rapidly - Can result in many deaths)</td>
</tr>
<tr>
<td>Slide 4</td>
<td>![Image](Why is this Training Important? - Disasters do happen - Knowledge reduces fear - You may have to &quot;shelter at home&quot; - Preparation can protect your family - Knowledge is power)</td>
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<td>Slide</td>
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<tr>
<td>Slide 5</td>
<td>This slide is animated to allow bullets to appear one at a time at the click of the mouse.</td>
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</table>
| Slide 6 | Managing Symptoms  
- How Serious is it?  
- Cold or Flu?  
- Seasonal or Pandemic?  
- Managing Specific Symptoms  
- Mild or Severe?  
- Treatment |
| Slide 7 | General Care Activities  
- Taking a Temperature  
- Using over-the-Counter Medications  
- Feeding and Hydration  
- Special Considerations  
  - Children  
  - Elders  
  - Persons with Disabilities |
| Slide 8 | Prevention  
- Hand Washing  
- Other Healthy Habits  
- Tips for Caregivers  
- Preventing Injury |
| Slide 9 | Preparation / Planning  
- Medical History  
- Prescription Medications  
- Medical Supplies  
- Medicine Chest  
- First Aid Kit  
- Other Emergency Supplies |
| Slide 10 | Staying Informed  
- Stay Informed  
- Community Resources  
- Training Resources  
- Information Resources |
How Ready Are You to Shelter at Home?

Note to Trainer: This slide can be on as participants enter the room.

Welcome trainees.

Introduce yourself and go over housekeeping details.

Conduct ice breaker or welcome exercise.

Review agenda.
This training will help you prepare to take care of yourselves and your families in the event of a health care emergency where you might choose to or might be required to take shelter at home.

Let us start with a summary of what we are going to talk about during this training.

We will talk about:

What a pandemic is.

Discuss when and why you may be required to stay at home and take care of yourself, your families, your friends or loved ones.

Talk about the importance of being prepared.

We will also talk about some of the minor medical challenges you may face during a health care emergency and how the information you receive during this training will help you face those challenges.
A pandemic is a **disease** that does not happen very often (**rare**) - but it **does** happen. It is a disease that spreads over a very **large area** such as a region, a country or even the world. A pandemic disease is contagious and can **affect many people**. A pandemic **spreads rapidly** because people have little or no immunity. A pandemic is very serious. In the past, **many people have died** from them.

A pandemic disease could be a new type of influenza (flu) virus that is more serious than the seasonal flu. One possible pandemic that you may have heard about is bird flu. It is called that because it is an influenza virus spread among birds and can spread from birds to people. Another type of pandemic that you may have heard about is SARS or Severe Acute Respiratory Syndrome. We will talk more about pandemic flu a little later.

This training will **not** try to give you a medical understanding of these diseases and we are not trying to scare you. We are here to give you information and help you prepare for taking care of minor medical symptoms or problems in the home.
Why is this training important? Experts believe a pandemic is likely at some time in the future. **Disasters do happen.** Being prepared is the best way to reduce fear and panic. If you and your family **know the facts and plan**, the challenges you face may be easier to deal with.

If a pandemic occurs, services such as transportation may be disrupted. Schools may be closed. Hospitals and doctors may be overwhelmed and overcrowded. **You may be asked to stay home or you may decide to stay at home.**

If this happens you could face many challenges and need to be prepared to take care of yourselves and your families.

This training will help you plan and prepare for the challenges associated with illness and minor health problems. This training is designed to give you the information and confidence to handle minor medical symptoms and provide home care. *(Refer back to the group list of home care fears from icebreaker.)*

This information and knowledge can also help you during hurricanes or other disasters when you might not be able to get to the doctor or hospital because of dangerous roads, power outages, structural damage to medical facilities or lack of medical personnel.
What will the Training Cover?

- Managing Symptoms
- General Care Activities
- Prevention Activities
- Preparation Activities
- Community Resources
- Additional Training and Information

This training is divided into a series of units.

*Note to trainer: Bullets are animated to appear one at a time. Comment briefly on each as it appears. You will talk more about each of these units on the slides that follow.*

We will begin by talking about managing symptoms. We will talk about minor and major health care symptoms associated with a cold or flu and other common health care symptoms.

We will talk about general activities involved in taking care of someone at home.

We will talk about ways to help prevent people from getting sick or help prevent spreading an illness.

We will talk about ways to help you prepare for an emergency.

We will talk about places and organizations in your neighborhood that might be able to provide support.

We will finish by talking about how you can stay informed and get more information.
In Unit 2 we will start by talking about the importance of knowing the warning signs of when a symptom or illness is **serious**.

We will discuss how to tell the difference between a **cold and the influenza** and between a **typical influenza outbreak and a pandemic**.

We will talk about the difference between **minor and major** symptoms of some common health issues like fever, sore throat, coughs, diarrhea, burns and cuts.

We will also provide some basic information on home care and actions you can take in **response to these symptoms** until the person improves or until you are able to get professional help.

Of course information from this training will not substitute for formal first aid, or other health care related trainings. We will talk later about these classes and how to find them in your community.
In Unit 3 we will talk about basic activities or actions you need to know to take care of someone.

We will talk about the basics of **taking a temperature**.

We will talk about how and when to use **over-the-counter drugs** and how to understand medicine labels.

We will discuss the basics of **feeding and hydration** for people who are ill.

And we will talk about the importance of understanding any **special needs** when taking care of children, elders or persons with chronic illness or disability.
Unit 4 will provide information and helpful tips for actions that all of us can practice to help keep us from getting sick or hurt.

We will talk about steps that can be taken to slow or stop the spread of infectious illness.

We will talk about the importance of proper hand washing and other healthy habits like cough etiquette and sanitation.

We will discuss tips that could help a caregiver stay healthy and prevent further spread of an illness.

And, we will briefly talk about preventing other injuries from occurring while a family may be sheltering at home.
In Unit 5 we will talk about the importance of being prepared in case there is a healthcare emergency.

We will talk about the importance of having a written record of medical history and prescriptions for you and your family in a safe location where they can be easily found.

We will talk about medical supplies that should be available for you to use, what is in your medicine chest and emergency first aid kit.

We will also talk briefly about other supplies like food, water, batteries and battery operated radios, items that you should have, on hand, in case you are not able to leave your home or if there are power outages.
The last unit will provide you with a few of the many resources available to you in the event of an emergency. We will not be able to talk about everything you need to know for a health care emergency during these presentations. We can start you off but the next steps will be up to you.

Hopefully this training will give you enough information so that you have a basic understanding, an idea of what you still do not know, a desire to want to know more and knowledge of where to look or who to talk to find out more.

We will finish our training by talking about the importance of **staying informed during** an emergency.

We will talk about local **community resources**.

And, we will talk about where you can get additional **training** or more **information** on your own **before** an emergency occurs.
Unit 2 – Managing Symptoms

Purpose: To assist persons recognize the difference between minor and major medical symptoms and provide them with basic information and resources for addressing symptoms.

Objectives: Upon completion of this unit participants should be able to:

1. Describe the difference between the symptoms of a cold or influenza.

2. Describe ways to provide basic home care for common cold and flu symptoms such as fever, sore throat, cough and dehydration.

3. List three symptoms that require professional assistance.

Procedure: This unit is presented using PowerPoint slides 11-51.

The unit contains the following modules. Each begins with a new PowerPoint slide. Additional procedural information such as suggested handouts may be included on slide speaker notes pages:

2.1 Introduction - Managing and recognizing minor and major symptoms (PP 11-14)
2.2 Symptoms of cold versus a seasonal influenza and a pandemic (PP 15-17)
2.3 Managing cold or flu symptoms (PP 18-31)
2.4 Managing other health care symptoms (PP 32-51)

Following the presentation of selected modules, summarize and tie them together with a group exercise. The exercise process will depend on the size of the group and the time available.

Suggested Activities:

Discussion Scenarios (15 to 30 minutes): For training groups of 30 persons or less, divide the group into 2-4 sub groups of 4-8 persons. Give each group a different scenario. Instruct them to read their scenario and decide what actions they would take to help the individual. Ask them to select one member who will take notes and one member who will report to the larger group (it can be the same person). Give the small groups 8-10 minutes to meet together and decide how they would handle the situation. Bring the groups back together into one large group. Have a representative from each group present their scenario and solution. Each group should take 3-4 minutes to present their scenario. After each presentation open the discussion to the full group to see if they have comments or other ways that they would recommend handling the scenario.
Discussion Scenarios (10 to 15 minutes): For training very small (8 or less) or large (more than 30) groups or for time limited events. Present one or more scenarios to the group. Ask them if these are minor or major symptoms and how they would handle the situation. Make notes on a flip chart or blackboard. Summarize and comment.

Materials:

- Flip chart and markers; Paper and pens for small groups
- Computer projector and screen for PowerPoint presentation
- Presentation handout notes – print from PowerPoint presentation
- Copies of discussion scenarios – sample scenarios included in appendix
- Materials for demonstration such as thermometers, baby nasal suction bulb
- Cold versus Flu handout – copy included in appendix
- How does Seasonal Flu Differ from Pandemic Flu handout – copy included in appendix
- Pandemic Flu - A Guide for Individuals and Families – the full document or portions of it can be printed from www.pandemicflu.gov/plan/individual/index.html.
- Recommendations for Flu Shots handout - copy included in appendix
- Any preferred symptom specific handouts
- See resource list in appendix for links where additional posters, brochures or handouts can be ordered or printed

Estimated Time: Up to 1 1/2 hours depending on modules and exercise selected.

Notes to Trainer: Additional trainer notes are included with speaking notes on individual slides.

Modules 2.3 and 2.4 are intended to provide an overview of numerous symptoms and ways to manage them. Which symptoms and how much information you include in your individual trainings will depend on target audience needs and available training time. Individual specific symptom slide note pages contain a link to expanded information on the symptom including signs, causes, treatments and self care. This can help if you choose to provide more depth or highlight selected symptoms in your training. Not all symptoms are covered in this unit. If your selected target audience needs information on symptoms that are not included, resources that follow and those at the end of this training guide can help you develop slides and training materials.
Notes to Trainer: Managing symptom slides and information are related to modules in Unit 3 General Care Activities and Unit 4 Prevention. If you do not include those modules in your training, consider including information during this unit.

It is especially important to include the following information regarding basic General Care and Prevention guidelines that apply across symptoms:

- If a condition worsens or persists, notify your doctor.
- When not feeling well, you could have a contagious illness. Stay home, limit your contact with others and do not share personal items (toothbrushes, drinking cups, etc.)
- Practice good hygiene (good hand washing, disposal of used tissues, cover your cough, etc.)
- Follow package directions with over-the-counter medicines or home remedies.


Notes:
### Presentation Overview

This is an overview of Unit 2 slides. You can use this form to help plan your training and to make notes to assist you in presenting the training. Notations could include information such as which slides to use or delete, when to give handouts etc. Following the slide overview section are the **notes page views** of the PowerPoint presentation containing sample speaking points.

<table>
<thead>
<tr>
<th>Slide</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Slide 11</td>
<td><img src="image" alt="Home Care Project" /></td>
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<tr>
<td>Slide 12</td>
<td><img src="image" alt="Managing Symptoms" /> <em>May help you feel or get better</em>  <em>May prevent you from getting worse</em>  <em>May keep you going until you get help</em>  <em>No guarantees</em>  <em>No substitute for professional treatment or advice</em>  <em>No substitute for formal first aid training</em></td>
</tr>
<tr>
<td>Slide 13</td>
<td><img src="image" alt="How Serious is it?" /> <em>Is it a minor or major symptom?</em>  <em>What should I do?</em>  <em>What should I not do?</em>  <em>What if help is not available?</em></td>
</tr>
<tr>
<td>Slide 14</td>
<td><img src="image" alt="When to Call for Help" /> <em>Unconscious, losing consciousness</em>  <em>Trouble breathing</em>  <em>Persistent chest pain or pressure</em>  <em>Persistent abdominal pain or pressure</em>  <em>Sudden severe headache, slurred speech</em>  <em>Paresthesia</em>  <em>Head, neck or back injuries</em></td>
</tr>
<tr>
<td>Slide 15</td>
<td><img src="image" alt="Cold or Flu?" /> <em>Fever</em>  <em>Sore throat</em>  <em>Muscle aches</em>  <em>Sneezing</em>  <em>Runny nose</em>  <em>Cough</em>  <em>Fatigue</em>  <em>Why see a doctor?</em></td>
</tr>
<tr>
<td>Slide 16 and 17</td>
<td>Speaker notes are continued on slide 17</td>
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<tr>
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</tr>
<tr>
<td><strong>Seasonal or Pandemic?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Seasonal Flu</strong></td>
<td>Pandemic Flu</td>
</tr>
<tr>
<td>• Patient exposed</td>
<td>• Patient exposed</td>
</tr>
<tr>
<td>• Close contacts</td>
<td>• Close contacts</td>
</tr>
<tr>
<td>• Flu-like symptoms</td>
<td>• Flu-like symptoms</td>
</tr>
<tr>
<td>• No hospitalization</td>
<td>• No hospitalization</td>
</tr>
</tbody>
</table>
| • Mild disease | • Severe disease
| • Hospitalization | • Hospitalization |
| • Mortality | • Mortality |
| • May be high risk | • May be more severe |
| • May be more severe | • High society impact |
| • Risk society impact | • High society impact |

<table>
<thead>
<tr>
<th>Slide 18</th>
<th>This slide is animated.</th>
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<tbody>
<tr>
<td><strong>Managing Cold or Flu Symptoms</strong></td>
<td></td>
</tr>
<tr>
<td>• Fever</td>
<td></td>
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<tr>
<td>• Sore throat</td>
<td></td>
</tr>
<tr>
<td>• Cough</td>
<td></td>
</tr>
<tr>
<td>• Runny nose or congestion</td>
<td></td>
</tr>
<tr>
<td>• Dehydration</td>
<td></td>
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<tr>
<th>Slide 19</th>
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<tbody>
<tr>
<td><strong>Myth or Fact</strong></td>
<td></td>
</tr>
<tr>
<td>• Feed a cold, starve a fever?</td>
<td></td>
</tr>
<tr>
<td>• Eat chicken soup?</td>
<td></td>
</tr>
<tr>
<td>• Drink tea with lemon?</td>
<td></td>
</tr>
<tr>
<td>• Get an antibiotic from the doctor?</td>
<td></td>
</tr>
<tr>
<td>• Use over-the-counter cold medicines?</td>
<td></td>
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<tr>
<th>Slide 20</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fever</strong></td>
<td></td>
</tr>
<tr>
<td>• Mild</td>
<td>• 102 or lower and no other symptoms</td>
</tr>
<tr>
<td>• Major</td>
<td>• Unexplained, sudden, rapid change</td>
</tr>
<tr>
<td></td>
<td>• 100.5 or higher for anyone</td>
</tr>
</tbody>
</table>
| | • 104 or higher for anyone
| | • 101 or higher more than 3 days |
| | • Elders or others with chronic medical condition |
| | • Associated with other symptoms |

<table>
<thead>
<tr>
<th>Slide 21</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Fever - Other Symptoms</strong></td>
<td></td>
</tr>
<tr>
<td>• Bulging soft spot on baby's head</td>
<td></td>
</tr>
<tr>
<td>• Severe headache or light sensitivity</td>
<td></td>
</tr>
<tr>
<td>• Severe swelling of throat</td>
<td></td>
</tr>
<tr>
<td>• Major stiff neck</td>
<td></td>
</tr>
<tr>
<td>• Frequent vomiting</td>
<td></td>
</tr>
<tr>
<td>• Difficulty breathing</td>
<td></td>
</tr>
<tr>
<td>• Mental confusion</td>
<td></td>
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<table>
<thead>
<tr>
<th>Slide 22</th>
<th>This slide is animated.</th>
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<tbody>
<tr>
<td><strong>Managing Fever</strong></td>
<td></td>
</tr>
<tr>
<td>98.6 – 99.6 Normal Range</td>
<td></td>
</tr>
<tr>
<td>99.6 – 102 Self Care</td>
<td></td>
</tr>
<tr>
<td>102 – 104 Caution</td>
<td></td>
</tr>
<tr>
<td>104+ Seek Medical Help</td>
<td></td>
</tr>
<tr>
<td>Slide 23</td>
<td>Notes</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Sore Throat</strong></td>
<td></td>
</tr>
<tr>
<td>• Mild</td>
<td>• Sore or scratchy feeling</td>
</tr>
<tr>
<td>• Mild fever</td>
<td>• Hoarseness</td>
</tr>
<tr>
<td>• Major</td>
<td>• High fever and chills</td>
</tr>
<tr>
<td>• Pain when swallowing</td>
<td>• Swollen glands</td>
</tr>
<tr>
<td>• Exposure to strep throat</td>
<td>• Associated with other symptoms</td>
</tr>
</tbody>
</table>

Source: Mayo Clinic Guide to Self Care - *General guidelines only*

<table>
<thead>
<tr>
<th>Slide 24</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sore Throat – Other Symptoms</strong></td>
<td></td>
</tr>
<tr>
<td>• Difficulty swallowing or breathing</td>
<td></td>
</tr>
<tr>
<td>• Stiff neck and severe headache</td>
<td>• Rash</td>
</tr>
<tr>
<td>• Fever 102 or higher longer than 2 days</td>
<td>• Hoarseness or mouth ulcers that last two weeks</td>
</tr>
</tbody>
</table>

Source: Mayo Clinic Guide to Self Care - *General guidelines only*

<table>
<thead>
<tr>
<th>Slide 25</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Managing Sore Throat</strong></td>
<td></td>
</tr>
<tr>
<td>• Gargle with warm salt water</td>
<td></td>
</tr>
<tr>
<td>• Suck on lozenge or hard candy</td>
<td></td>
</tr>
<tr>
<td>• Drink extra fluids</td>
<td></td>
</tr>
<tr>
<td>• Use an anesthetic spray</td>
<td></td>
</tr>
<tr>
<td>• Take a non prescription pain reliever</td>
<td></td>
</tr>
<tr>
<td>• Use a humidifier</td>
<td></td>
</tr>
<tr>
<td>• Don't smoke</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Slide 26</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cough</strong></td>
<td></td>
</tr>
<tr>
<td>• Mild</td>
<td>• Cough with a cold or flu that is eased with home remedies or over-the-counter drugs</td>
</tr>
<tr>
<td>• Major</td>
<td>• Lasts more than 2 weeks</td>
</tr>
<tr>
<td>• Accompanied by high fever, shortness of breath, difficulty swallowing</td>
<td>• Coughing blood</td>
</tr>
</tbody>
</table>

Source: Mayo Clinic Guide to Self Care - *General guidelines only*

<table>
<thead>
<tr>
<th>Slide 27</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Managing Cough</strong></td>
<td></td>
</tr>
<tr>
<td>• Drink extra fluids</td>
<td></td>
</tr>
<tr>
<td>• Suck on lozenge or hard candy</td>
<td></td>
</tr>
<tr>
<td>• Try warm tea with lemon</td>
<td></td>
</tr>
<tr>
<td>• Use a humidifier</td>
<td></td>
</tr>
<tr>
<td>• Sleep with head elevated</td>
<td>• Use a non prescription expectorant or cough suppressant</td>
</tr>
</tbody>
</table>

Source: Mayo Clinic Guide to Self Care - *General guidelines only*
<table>
<thead>
<tr>
<th>Slide</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Slide 28 | Nasal Problems  
- Mild  
  - Runny nose with a cold  
  - Stuffy nose  
  - Sinus pain  
- Major  
  - Congestion that lasts  
  - Sinus pain that continues or returns  
  - High Fever  
  - Difficulty breathing  
  *Source: Mayo Clinic Guide to Self Care - General guidelines only* |
| Slide 29 | Managing Nasal Problems  
- Drink fluids  
- Gently blow nose  
- Use cool mist humidifier  
- Take shower or breathe in steam  
- Use warm face pack  
- Use saline nose sprays or drops  
- Use non prescription pain relievers, decongestants or antihistamines  
  *Source: Mayo Clinic Guide to Self Care - General guidelines only* |
| Slide 30 | Dehydration  
- Mild  
  - Dry mouth or eyes  
  - Lack of energy, weak, irritable  
  - Headache or muscle cramping  
  - Decreased urine output or strong odor  
- Major  
  - Any of the above that continues or worsens  
  - Dizziness, lightheadedness, rapid heart beat  
  - Sunken eyes, skin does not snap back  
  - Soft spot on baby’s head  
  - Lethargic, confused, comatose  
  *Source: Medline Plus Medical Encyclopedia - General guidelines only* |
| Slide 31 | Managing Dehydration  
- Don’t wait until symptoms appear  
- Drink fluids – small amounts – often  
- Avoid alcohol and caffeine  
- Eat salty foods  
- Use electrolyte drinks |
| Slide 32 | Managing Other Symptoms  
- Upset Stomach  
- Rashes  
- Minor Wounds  
- Minor Burns  
- Allergies  
- Poisoning  
- Choking |
### Slide 33

**Upset Stomach**

- Happens to everyone
- Be aware of more serious signs
  - Blood in stool
  - Severe pain
  - Heartburn that does not go away
  - Unplanned weight loss
  - Continued vomiting or diarrhea
  - Nausea and vomiting
  - Diarrhea

*Source: Medline Plus*

### Slide 34

**Nausea and Vomiting**

- **Mild**
  - Queasy feeling
  - Throwing up

- **Major**
  - Suggest poisoning
  - Vomiting more than 24 hours
  - Become dehydrated
  - Explosive or forceful vomiting
  - Blood in vomit
  - Headache and stiff neck

*Source: Medline Plus - *General guidelines only*

### Slide 35

**Managing Nausea / Vomiting**

- Prevent dehydration
- Sip clear fluids
- Avoid solid food
- Slowly return to normal diet
- Avoid foods that irritate
- Non prescription medicines may help

### Slide 36

**Diarrhea**

- **Mild**
  - Loose, watery stools
  - Stomach cramps
  - Flu-like symptoms

- **Major**
  - Lasts more than 1 week
  - Dehydrated
  - Severe abdominal or rectal pain
  - Bloody stools
  - Fever higher than 101

*Source: Mayo Clinic Guide to Self-Care - *General guidelines only*

### Slide 37

**Managing Diarrhea**

- Drink water and other clear fluids
- Use electrolyte drinks
- Add solid foods slowly
- Avoid caffeine and nicotine
- Avoid dairy, fatty, spicy foods
- Non prescription medicines may help
- Practice good hygiene
### Slide 38
**Rashes**
- Mild
  - Itchy, redness
- Major
  - If rash is in eyes
  - If self treatment does not help
  - Purple or bruised looking
  - crusty, blistered or draining
  - Accompanied by other warning signs

**Source:** Mayo Clinic Guide to Self-Care – General guidelines only

### Slide 39
**Managing Rashes**
- Avoid things you are allergic to
- Avoid skin irritants
- Keep area cool
- Keep area clean and dry
- Keep fingernails short and clean
- Non prescription antihistamine or anti itch creams and lotions may help

### Slide 40
**Wounds**
- Mild
  - Everyday cuts and scraps
- Major
  - Bleeding does not stop
  - Deep and dirty puncture wound
  - Needs stitches
  - Signs of infection
  - redness, warmth
  - Swelling, drainage

**Source:** Mayo Clinic Guide to Self-Care - General guidelines only

### Slide 41
**Managing Minor Wounds**
- Stop the bleeding
- Clean the wound
- Apply an antibiotic
- Cover the wound
- Change the dressing
- Watch for infections

### Slide 42
**Burns**
- Mild
  - First degree
  - Second degree no larger than 3 inches
- Major
  - Second or third degree
  - Large burn area
  - Electrical burn
  - Chemical burn to face, hands, feet, groin, buttocks or major joint
  - Person is in shock

**Source:** Mayo Clinic Guide to Self-Care - General guidelines only
### Slide 43
Managing Minor Burns
- Cool the burn
- Consider a lotion
- Apply a loose sterile gauze bandage
- Take non prescription pain relievers
- Do not use ice
- Do not break blisters
- Watch for infection

Source: Mayo Clinic Guide to Self-Care - *General guidelines only*

### Slide 44
Managing Minor Chemical Burns
- Remove the chemical from skin
- Remove contaminated clothes or jewelry
- Wrap the burned area
- Rewash if burning continues

Source: Mayo Clinic Guide to Self-Care - *General guidelines only*

### Slide 45
Managing Major Burns
Until help arrives:
- Do not remove burned clothing
- Check for breathing
- Cover area of burn with cool, moist sterile bandage or clean cloth
- Do not immerse in cold water
- Treat for shock

Source: Mayo Clinic Guide to Self-Care - *General guidelines only*

### Slide 46
Allergies
- Mild
  - Itchy skin
  - Mild rash, hives or swelling
  - Sneezing, nasal congestion
  - Itchy, red, watery eyes
- Major
  - Reaction to a drug
  - Acute Asthma, wheezing
  - Difficulty breathing or swallowing
  - Shock, dizziness, fainting

Source: Mayo Clinic Guide to Self-Care - *General guidelines only*

### Slide 47
Managing Allergies
- Avoid your allergy triggers
- Try a topical ointment or lotion
- Try a non prescription allergy medicine
- Talk to your doctor
- Keep a supply of emergency allergy medicine

Source: Mayo Clinic Guide to Self-Care - *General guidelines only*
### Slide 48

**Poisoning**
- **Mild**
  - Food poisoning less than 12 hours
  - Reaction to insect bite
- **Major**
  - Intense allergic reaction symptoms
  - Confused
  - Seizures
  - Trouble breathing
  - Unconscious

### Slide 49

**Managing Poisoning**
- Call Poison Center or 911
- Do not follow product label advice
- Remove from contact with poison
- Do not induce vomiting
- Bring poison container to hospital
- Rinse mouth, eyes or skin with water
- Best management is prevention

Source: Florida Poison Information Center Network

### Slide 50

**Choking**
- **Mild**
  - Coughing freely
  - Able to speak
- **Major**
  - Unable to speak, cough or gasp air
  - Gives the universal sign for choking
  - Turns blue
  - Becomes unconscious

Source: Mayo Clinic Guide to Self-Care - General guidelines only

### Slide 51

**Managing Choking**
- Recognize the universal sign
- Learn the Heimlich maneuver
- Stand behind person, wrap arms around same person slightly forward
- Make a fist with one hand slightly above navel
- Grasp fist with other hand, press hard into abdomen with quick upward thrust
- Repeat until object expelled
- Call 911

Source: Mayo Clinic Guide to Self-Care - General guidelines only
In Unit 2 we will talk about recognizing the difference between minor and major symptoms and warning signs for symptoms that require professional medical help.

By the end of this training you will know the answer to questions like:

What is the difference between a cold or influenza?

What basic help can I provide to relieve or treat minor cold and influenza symptoms like fever, sore throat or dehydration? And,

How can I manage other health care symptoms like minor cuts or burns that might occur if I am staying home?

*Note to trainer:* This unit is closely related to modules in Unit 3 General Care Activities and Unit 4 Prevention. See Unit 2 Notes to Trainer in Training Guide for more information on cross referencing these units.
Managing Symptoms

- May help you feel or get better
- May prevent you from getting worse
- May keep you going until you get help
- No guarantees
- No substitute for professional treatment or advice
- No substitute for formal first aid training

Your actions to manage symptoms may help people feel more comfortable, may help people get better or may prevent them from getting worse. Your actions can also help you sustain a person until they get professional help.

This unit will give you basic information to help you cope in an emergency. We will talk about general techniques or actions you can take that have been known to help others. We will talk about ways to help you manage minor symptoms. This information will help you prepare to stay at home if that becomes necessary.

There is no guarantee that these actions will work for you or your family.

The information provided will not substitute for professional treatment or the advice of your family doctor or other health care professional when you are sick.

It will not substitute for formal training where you can get practice by doing. Getting properly trained and certified in first aid and cardiopulmonary resuscitation (CPR) is always a good idea. We will talk later about classes available in your community.
It is important to know when a symptom of an injury or illness is one you can handle easily or one that may require professional help.

As we discuss specific symptoms, we will talk about the difference between **minor and major** warning signs, what signs to look for and how to react. For some people, a fever of 101 and no other symptoms is probably a minor symptom you can treat. For someone with chronic problems such as respiratory or lung disease, a fever of 101 degrees becomes more than a minor problem.

It is important to **know what to do and what not to do**.

When professional help is needed, call for it. Unfortunately, in the event of a pandemic or disaster, it may not be possible to get professional help. Phones could be down, roads could be damaged, hospitals could be overcrowded or closed. What would you do **if help is not available**? *(Ask the group)*

Information from this and other recommended training will help you stay calm and provide the best aid you can until help is available. The more training and preparation you have, the calmer you will be. The calmer you are, the better able you will be to provide assistance.
When to Call for Help

- Unconscious, losing consciousness
- Troubled breathing
- Persistent chest pain or pressure
- Persistent abdominal pain or pressure
- Vomiting or passing blood
- Seizures, severe headache, slurred speech
- Poisoned
- Head, neck or back injuries

Source: American Red Cross

Note to trainer: Review bullets. Encourage participation by asking if group has ever been in one of these situations? Ask questions like, what did it look like? How did you know this was happening? What does poisoning look like? How do you know if someone has back or neck injury? What other things might be a sign of an emergency?

In an emergency situation stay calm and provide what assistance you can to help sustain a person until help can be called and is available. Based on guidelines from the American Red Cross for when to call 911, ask yourself these questions:

Does the person respond or wake up when you call their name or pat them on the shoulder?

Is the person’s breathing difficult and different than normal?

Is the person having chest or abdominal pain or pressure that does not go away?

Is the person vomiting blood or is there blood in their stool?

Is the person having seizures or do they have a very severe headache or slurred speech? Do they have blurred vision or abnormal eye or body movement.

Did the person swallow something poisonous or do they appear to be poisoned?

Did the person have an accident and appear to have a head, neck or back injury?
A question to ask yourself when you or someone in your family is sick is, “is it a cold or influenza?”

How do you know? How can you tell the difference? We will talk about some common symptoms but remember only a trained medical professional can make an accurate diagnosis.

Colds and influenza are both contagious respiratory illnesses but they are caused by different viruses.

Cold symptoms may appear gradually and are usually less severe. When you have a cold you probably have a stuffy nose, loose cough and slight body aches.

Influenza hits hard and feels like it comes on very quickly. When you have influenza you probably have a fever, body aches, dry cough and feel very tired and weak.

If you have flu-like symptoms, and it is possible, it is best to talk to your doctor. We will talk about managing the flu at home if you cannot get to your doctor.

Note to trainer: Give out handout, Is it a Cold or the Flu? This can be used for additional information or you can review handout instead of the slide.
How does seasonal differ from pandemic influenza? How do you know if there is a pandemic influenza? If an outbreak is expected or has been confirmed you should be advised by news, radio and television.

Let us talk about Seasonal Influenza first. Flu season comes every year. It usually begins in the fall.

You probably have some immunity, a natural or acquired ability to resist or prevent the illness.

Unless you are in a high risk group, very young or old or have a chronic illness, you are less likely to have serious complications like pneumonia.

Vaccines, medical supplies and doctors will probably be available. Talk to your doctor about getting a flu shot every year. Note to trainer: Cross reference with flu shot information in Unit 4 Prevention.

You should stay home if you are sick. Remember – the flu is a contagious respiratory disease. Schools and businesses will continue to function during the season.

Note to trainer: Give out handouts, How Does Seasonal Flu Differ From Pandemic Flu? Recommendations for Flu Shots. Review if time is available.
A pandemic is rare. It is a new virus that is not covered by the regular flu shot you receive every year.

People have little resistance or ability to prevent the illness. Symptoms may be more severe.

Healthy people may also be at risk of serious complications. It can spread quickly.

Doctors and hospitals may be overwhelmed by the large numbers of people needing help. Vaccines may not be available for several months. A large number of people could die.

There may be travel restrictions. Schools and businesses could be closed. Stores could be closed. You may have trouble getting food and water.

The purpose of telling you this is to inform, not scare. Knowing the facts can be the best preparation. Take this as a starting place and learn more. You will get a list of resources for learning more about preparing for pandemic influenza.

Managing Cold or Flu Symptoms

- Fever
- Sore Throat
- Cough
- Runny Nose or Congestion
- Dehydration

Note to trainer: You can present this in a more interactive manner by asking “what symptoms are you most concerned about?” During the remainder of the unit, more emphasis can be given to those mentioned. Participants might say things like nausea or vomiting. If so, explain that these are intestinal symptoms not generally symptoms of a cold or a respiratory influenza and they will be talked about with “other symptoms.”

We are first going to talk in more detail about managing some of the common symptoms of a cold or influenza. Trainer: Review bullets from slide.

Later we will also talk about other common problems or symptoms that you may have to deal with if you voluntarily self isolate or are asked to stay home during a pandemic event.

Note to trainer: This slide is animated for bullets to enter as clicked. If desired, you can animate individual symptom slides and use them to ask participants what they think are the key differences between mild and major. You can then concentrate your discussion on areas where participants may have misconceptions.

Additional trainer resources:
www.mayoclinic.com/health/common-cold/DS00056/DSECTION=1
www.mayoclinic.com/health/influenza/DS00081
www.mayoclinic.com/health/cold-remedies/ID00036
When we talk about the symptoms, we hope to give you enough understanding to know the difference between “Old Wives Tales” and what really helps. As we go through each symptom, we will talk about the facts. Feel free to ask questions about what you heard in the past or tell us what has worked well for you.

In general, when you are sick, follow your doctor’s instructions, get lots of rest and drink plenty of liquids. What do you think about these statements? *Note to trainer: Read each bullet to the group and ask them to raise their hand if they believe the statement to be true. Then discuss.*

Myth - There is no medical evidence that **not eating** will make you feel better or help a cold.

Fact - **Chicken soup can make you feel better.** Research has discovered that it can help relieve cold or flu symptoms by reducing inflammation and helping to speed the movement of mucus through the nose.

Fact - Drinking **tea with lemon** can help loosen congestion and prevent dehydration.

Fallacy – Colds and flu are caused by viruses. **Antibiotics** destroy bacteria but they are not effective against viruses. Overusing antibiotics may reduce their effectiveness with future bacterial infections.

Sometimes - **Non prescription cold medicines** may make you feel better but you need to be very careful using them because, in some cases, they could make things worse. For example, antihistamines could dry you up too much. We will talk more about this as we go through the symptoms.

*Note to trainer: Cross reference with Module 3.3 Over-the-Counter Medications. Additional trainer resource: [www.mayoclinic.com/health/cold-remedies/ID00036](http://www.mayoclinic.com/health/cold-remedies/ID00036)*
When we talk about **Mild** or **Major** symptoms, these are only *guidelines* to help you make decisions. When in doubt, contact a health care professional.

Temperature varies even when a person is not sick. It is usually lowest in the morning. 98.6 is generally considered a normal temperature. This can be different for each person. Know what is normal for you and your family members.

Be alert to a fever because it is a sign that your body is fighting an infection or other problem like heat exhaustion. There can also be other reasons for fever in children, like teething or following immunization.

Except for infants, a fever of **102 or less with no other major symptoms** is usually not serious. This is a mild symptom you can usually manage at home.

Call the doctor if a fever comes with any of the following major warning signs:

- An **unexplained or sudden** fever or one that rises or falls suddenly especially in children have been known to cause a seizure.
- A temperature of **100.5 or higher in an infant** under 3 months of age.
- A fever of **104 or higher in anyone**.
- A fever of **101 or more that lasts for more than 3 days**.
- A fever in elder or other person who has a **chronic illness or medical condition**.
- And, any fever that comes with other **warning sign** symptoms (see next slide)

Additional trainer resource: [www.mayoclinic.com/health/fever/DS00077](http://www.mayoclinic.com/health/fever/DS00077)
Fever – Other Symptoms

- Bulging soft spot on baby’s head
- Severe headache or light sensitivity
- Severe swelling of throat
- Major stiff neck
- Frequent vomiting
- Difficult breathing
- Mental confusion

Source: Mayo Clinic Guide to Self Care - *General guidelines only

Other warning symptoms that you may experience or observe in someone you are caring for that could mean a fever is serious and you should call your doctor right away are:

**Trainer: Review bullets from slide**

- A bulging soft spot on a baby’s head. *Trainer: you may need to explain “soft spot” the area on the top of an infant’s head where the bones of the skull have not yet joined.*

- A severe headache or sensitivity to light

- Severe throat swelling

- Severe and painful stiff neck when you bend your head forward

*Trainer: Ask group what they think “severe” or “frequent” would be in these cases, i.e. intense, extreme degree, worse than ever felt, not helped by usual treatments like pain relievers, occurring often at close intervals, etc.*

- Frequent vomiting

- Difficult breathing, or

- Mental confusion or extreme weakness or irritability

Additional trainer resource: [www.mayoclinic.com/health/fever/DS00077](http://www.mayoclinic.com/health/fever/DS00077)
Managing Fever

98.6 – 99.6  Normal Range
99.6 – 102  Self Care
102 – 104  Caution
104 +  Seek Medical Help

Source Mayo Clinic Guide to Self Care - *General guidelines only

This slide is animated for bullets to appear when clicked.

Normal range:  Fever is a symptom not an illness. It is the body’s way to fight infection.

Self Care:  Unless you need to do so for aches and pains, you can avoid giving medicine to a child or adult with a new fever less than 102. Monitor the person but using medicine right away could hide other symptoms. The body loses water with a fever so drink lots of water. Wear light cloths and use a light cover.

Caution:  Carefully follow label instructions and give fever reducing medicine for a fever between 102 and 104. Monitor carefully for changes or new symptoms. We will talk more about over-the-counter medicines later in the training, but Never give aspirin to someone under age 18 unless a doctor tells you to because it has been know to cause Reye’s syndrome, a rare but life threatening disorder.

Seek help:  If a fever is greater than 104 call the doctor or seek medical help. Until help is received, give fever reducing medicine and try giving the person a lukewarm sponge bath. Use cool compresses. Monitor the person carefully. Do not give an alcohol bath.

We will also talk more about taking temperatures later.*

Note to trainer:  If group is interested, refer them to www.kidshealth.org for more information on treating fever in children and babies. *This module is related to Modules 3.2 Taking a Temperature and 3.3 Over-the-Counter Medications. If your training does not include these modules, you might want to include some information here.
Sore Throat

**Mild**
- Sore or scratchy feeling
- Mild fever
- Hoarseness

**Major**
- High fever and chills
- Pain when swallowing
- Swollen glands
- Exposure to strep throat
- Associated with other symptoms

Source: Mayo Clinic Guide to Self Care - *General guidelines only

Most cold and flu sore throats are caused by a virus. Some sore throats, like strep throat, are caused by a bacteria. Sore throats can also be the result of an allergy.

Most sore throats last just a few days. If caused by a virus your throat may feel **sore or have a scratchy feeling**. You may not have any fever, but if you do, it would probably be a **mild one**. You may be **hoarse** or have some trouble speaking. If the sore throat is a sign of a cold or influenza you may also be coughing, sneezing or have a runny nose.

A sore throat can be more serious and you should seek medical assistance if:

- The sore throat lasts longer than a few days.
- You have a **fever higher than 101 with chills**.
- The **pain is severe**.
- You have **swollen glands**. *(Trainer: demonstrate by showing where you can feel the enlarged lymph nodes on your throat.)*
- You know you have been **exposed to strep throat**.
- You can see that the back of the throat is bright red with white patches, or
- The sore throat is **accompanied by other symptoms**.

*Source: Mayo Clinic Guide to Self-Care*
A sore throat caused by a bacterial infection, like strep throat can be dangerous. If your symptoms are major or if you have some of these warning symptoms along with a sore throat, you should call a doctor right away.

**Trainer:** *Review bullets from slide:*

- Difficulty swallowing or breathing
- Stiff neck and severe headache
- Rash
- Fever 102 or higher longer than 2 days
- Hoarseness or mouth ulcers lasting two weeks or longer

**Addition trainer resource:** [www.mayoclinic.com/health/sore-throat/DS00526](http://www.mayoclinic.com/health/sore-throat/DS00526)

**Source:** Mayo Clinic Guide to Self-Care
Antibiotic medications are not effective treating sore throats caused by a virus. There are some things you can do for a minor sore throat to help make you feel better.

**Gargling with warm salt water** will soothe your throat and help clear any mucus. Mix about ½ teaspoon salt in a glass of at least 6 ounces of warm water.

Medicated sore **throat lozenges** may have an anesthetic effect and can stimulate saliva to help clean your throat.

Sucking on **hard candy** will also lubricate your throat and stimulates saliva.

You should **drink a lot of extra fluids** to help keep any mucus loose.

You can use an over the counter **anesthetic throat spray** or a general **pain reliever** like acetaminophen or ibuprofen. Remember to read instructions. Most medications have side effects. Some can even make symptoms worse if used for more than a few days. *(Cross reference with module 3.3 Over-the-Counter Medications.)*

A **humidifier** will put a cool mist of moisture in the air and help keep your throat from getting too dry. This can reduce irritation. If you use one, be sure and follow instructions for use and cleaning or it can cause more harm. *Trainer: be prepared to explain difference between humidifier and vaporizer that produces hot steam.*

And, **do not smoke** and avoid other fumes such as those from cleaning products. These can aggravate and irritate your throat.
Coughing is a reflex to protect your lung from irritants. A cough is commonly a symptom of a cold or influenza. It can be the symptom of a virus or respiratory infection of the nose, sinus or airways.

A cough can also be caused by irritation from a postnasal drip (or nasal drainage down your throat) or from acid reflux when stomach acid backs up.

Sometimes a cough is a result of a chronic illness like asthma or an allergy to smoke or dust etc.

In some cases, a cough could be associated with a bacterial infection and you might need other medication. A cough could be more serious and you should seek medical attention if:

The cough is chronic and lasts more than 2 or three weeks.
The cough is accompanied by a fever, shortness of breath, difficulty swallowing or any of the emergency warning signs we talked about earlier.
The cough produces bloody phlegm or if the mucus you bring up is yellow, gray or green.

Additional trainer resources: [www.mayoclinic.com/health/symptom-checker/DS00671](http://www.mayoclinic.com/health/symptom-checker/DS00671)
[www.mayoclinic.com/health/cold-remedies/ID00036](http://www.mayoclinic.com/health/cold-remedies/ID00036)
[www.mayoclinic.com/health/common-cold/DS00056](http://www.mayoclinic.com/health/common-cold/DS00056)
Source: Mayo Clinic Guide to Self-Care
Managing Cough

- Drink extra fluids
- Suck on lozenge or hard candy
- Try warm tea with lemon
- Use a humidifier
- Sleep with head elevated
- Use a non prescription expectorant or cough suppressant

There are some things you can do for a non chronic cough to help make you feel better. Drinking a lot of fluids can help loosen mucus.

Sucking on hard candy, a medicated throat lozenge or drinking a cup of tea with lemon or honey may help soothe throat irritation. It is recommended that Honey not be given to children younger than age one as it may contain a bacteria that can cause infant botulism (poisoning). Older children can generally handle this bacteria.

It could help to use a humidifier to keep air moist but remember, if it is not cleaned or used properly, it can produce bacteria and make someone even sicker.

Sleeping with your head elevated may reduce the effect of irritation by acid reflux or post nasal drip.

If other remedies do not work and you have a cough that feels or sounds loose, you can try an over-the-counter expectorant to help you cough up the mucus. If you have a cough that feels or sounds dry, an over-the counter liquid cough suppressant could help control the cough reflex. Remember to follow instructions when using an over-the-counter drug. Cough syrups are generally not recommended for young children because of the ingredients they may contain and possible side effects. (Cross reference with module 3.3 Over-the-Counter Medications.)

Remember, antibiotic medications are not effective treating coughs caused by a virus.

Note to trainer: If you are training a group of young mothers you may also want to talk about coughs from Croup and other childhood coughs.

Additional trainer resource: www.kidshealth.org/parent/general/eyes/childs_cough.html
When a person has a cold or influenza they may have nasal problems such as sneezing or a runny nose. Colds can also cause sinus infections which may come with facial pain, low fever and difficulty breathing.

These symptoms can also be caused by allergies. A stuffy nose is usually a result of congestion from irritation caused by allergies or a sinus infection. In many cases, these symptoms are nuisances but not serious.

In some cases however, congestion or sinus infections could be caused by a bacteria or fungus (like mold). Congestion could also be caused by an obstruction or blockage that needs treating. Nasal problems could be more serious and you should seek medical attention if:

**Congestion lasts** for more than 1-2 weeks.

**Sinus pain** is severe, lasts more than a day or recurs.

The nasal problem is accompanied by a fever higher than 101, difficult breathing or any of the emergency warning signs we discussed when we talked about fever. Do you remember some of the other warning signs?

Additional trainer resource: [www.mayoclinic.com/health/runny-nose/1D00006](http://www.mayoclinic.com/health/runny-nose/1D00006)

Source: Mayo Clinic Guide to Self-Care
Managing Nasal Problems

- Drink fluids
- Gently blow nose
- Use cool mist humidifier
- Take shower or breathe in steam
- Use warm face pack
- Use saline nose sprays or drops
- Use non prescription pain relievers, decongestants or antihistamines

There are some things you can do to help make you feel better.

As with other cold or flu symptoms, **drinking fluids** is important.

**Gently blowing your nose** to clear mucus may be all you need to do. You can use a suctioning bulb syringe for infants. *Trainer: You may want to have a bulb to show.*

**Using a cool mist humidifier,** taking a warm **shower** or sitting in the bathroom **breathing steam** from the shower can loosen mucus and help clear your head.

Applying a **warm face pack** or towels and taking **pain relievers** can help lesson sinus pain.

Using **saline nose sprays or drops** may reduce irritation and help clear mucus.

**Non prescription** oral **decongestants** or nasal decongestant sprays or drops may help a stuffy nose. **Be careful** with nasal drops or sprays. They may work quickly but if used more than 3-4 days, they could have a rebound effect, where congestion comes back and could make things worse.

**Non prescription antihistamines** may help dry up a runny nose and help sneezing caused by an allergy but **be careful** they can dry out nose too much.
Dehydration

• Mild
  • Dry mouth or eyes
  • Lack of energy, weak, irritable
  • Headache or muscle cramping
  • Decreased urine output or strong odor

• Major
  • Any of the above that continues or worsens
  • Dizziness, lightheadedness, rapid heart beat
  • Sunken eyes, skin does not snap back
  • Soft spot on baby's head
  • Lethargic, confused, comatose

Source Medline Plus Medical Encyclopedia - *General guidelines only

To stay healthy people need to drink lots of fluids. Dehydration means your body does not have as much water or fluid as it needs. If you have a cold or flu you may not be drinking enough because you have little appetite or you have a sore throat or are nauseas. You may also be losing fluid because of fever, vomiting or diarrhea. You can become dehydrated for either reason or from a combination of both - not drinking enough and losing fluids.

Note to trainer: Review symptoms from slide. Point out that the difference between mild and major can be the intensity and duration of the symptom

Untreated severe dehydration can be very dangerous. It can cause seizures, brain damage and even death. When you recognize the symptoms and treat it quickly and properly you will generally be able to control it and prevent damage. If the symptoms become serious, you should seek medical advice.

Additional trainer resource: www.mayoclinic.com/health/dehydration/DS00561

Source: National library of Medicine and the National Institutes of Health MedlinePlus Medical Encyclopedia
Managing Dehydration

- Don’t wait until symptoms appear
- Drink fluids – small amounts – often
- Avoid alcohol and caffeine
- Eat salty foods
- Use electrolyte drinks

If someone is sick, has a fever, is vomiting or has diarrhea do not wait for symptoms of dehydration to appear. A sick person may not be thirsty but continue to offer fluids frequently in small amounts to prevent dehydration. If not thirsty you can offer things like ice chips or popsicles. Monitor sick persons carefully for signs of dehydration, especially very young children and elders.

Once symptoms do appear drinking fluids is usually all you need to do. Small frequent amounts are better than forcing too much at one time. Forcing someone to drink too much at one time can cause more vomiting.

Avoid alcohol and caffeinated drinks as they can be more dehydrating. Who can name some drinks that have caffeine? (coffee, tea, sodas) While not usually recommended as healthy eating, salty foods can help retain water.

If you or someone you are taking care of is also not eating, use fluids containing some sugars, salts and electrolytes such as broths, soups, sports drink or ginger ale. This will help meet nutritional needs while helping the dehydration. Remember to follow any diet restrictions such as those for diabetics.

Doctor’s do not generally recommend sports drinks for babies because they contain too much sugar. Instead use an electrolyte drink or freezer pop like pedialyte or lytren. We will talk more about electrolytes later.

Notes to Trainer, if you are not using that information from Module 2.4 consider including here. Cross reference, Modules 2.3 Fever, 2.4 Vomiting, Diarrhea and 3.4 Feeding & Hydration.
Managing Other Symptoms

- Upset Stomach
- Rashes
- Minor Wounds
- Minor Burns
- Allergies
- Poisoning
- Choking

If you voluntarily self isolate or are asked to stay home during a pandemic event additional health care problems could occur.

*Note to trainer:* You can ask the group what illnesses or events they would be most concerned with or you can display this list and ask which they want to know the most about. You can then concentrate your emphasis on those areas.

Many conditions or injuries do not require immediate professional medical care. You will be better able to stay calm and manage these events by understanding things like how to stop bleeding and prevent infection.

Taking a first aid class can also be very valuable.

*Note to trainer:* If you choose to go into more detail on these symptoms you can use the next set of slides. If not, refer participants to sources of more information for health care and first aid.
You have probably had or heard people talk about stomach problems. The stomach stores the food you eat and swallow, it mixes the food with stomach acids and then send it on to the small intestine.

There are many things that can cause common stomach or digestion problems. Sometimes it is simple like indigestion caused by eating too much or too fast or eating a food that you are sensitive to. Have you ever eaten something and said, “that did not agree with me.” What did that feel like?

While stomach aches and upset stomach happens to all of us, you need to be aware that it could be more serious and you should see a doctor if you have:

**Blood when you have a bowel movement**

**Severe abdominal pain**

**Heartburn not relieved by antacids**

**Unintended weight loss**

**Ongoing vomiting or diarrhea**

For the next few minutes we will talk about upset stomach common symptoms of nausea and vomiting and diarrhea. We will talk about these symptoms and how to manage them.

Note to trainer: Cross reference this module with Modules 2.3 Dehydration and 3.4 Feeding and Hydration.

Additional trainer resources:  
www.mayoclinic.com/health/nausea/DG00019  
www.nlm.nih.gov/medlineplus/nauseaandvomiting.html  
Nausea and vomiting are common and not usually serious upset stomach symptoms. Your stomach may feel queasy or unsettled or you may be throwing up. Many things cause nausea and vomiting like food poisoning, morning sickness, medication, migraine headaches or gastritis (a burning or sour stomach that is an inflammation of the stomach lining caused by things like acid, smoking, alcohol or medicines).

Most of the time, nausea and vomiting are caused by gastroenteritis, sometimes called a stomach flu. Gastroenteritis is really an inflammation of the lining of the intestines, usually from a virus or bacteria*. Most of the time it is caused by a virus. In addition to nausea and vomiting, it may also cause diarrhea, abdominal pain, headache, fever and chills.

Nausea and vomiting could be a warning sign of something more serious like ulcers or bowel obstruction. Nausea and vomiting could be more serious and you should seek medical attention anytime you suspect poisoning or if:

- Vomiting continues more than 1-2 days (12 hours if a baby).
- You show signs of dehydration or are not able to drink anything for 24 hours. (Trainer: Ask what some of the signs are of dehydration that you talked about earlier or talk about here.)
- There is projectile or explosive vomiting, particularly in infants, or
- If vomiting is accompanied by any of the warning signs we talked about before like blood in the vomit or a headache and stiff neck.

Note to trainer: *This is also sometimes cause by parasites. If you want to include parasites in your discussion add notes.

Managing Nausea / Vomiting

- Prevent dehydration
- Sip clear fluids
- Avoid solid food
- Slowly return to normal diet
- Avoid foods that irritate
- Non prescription medicines may help

Most people get better without any treatment. The most common problem with nausea and vomiting is dehydration. There are things you can do to prevent dehydration and to make you feel better.

When nausea ends give sips of clear fluid like ice chips, water, tea, clear sodas like ginger ale, non caffeinated clear sports drinks like gator aid or other fruit drinks to replace fluids lost. You can also use rehydration fluids like pedialyte. *Trainer: Ask the group to list some clear liquids that work for them.*

If someone has been vomiting, wait at least one hour after they stop and then start with small amounts of clear fluids. If they do not start vomiting again, begin increasing fluids. **Do not give solid food** for several hours after vomiting stops then **slowly return to a normal diet** starting with something gentle and bland. Begin adding small amounts of **easy to digest** solid foods like crackers, soup, jello, toast, rice, chicken. It is best to avoid dairy products, caffeine, alcohol, nicotine, fatty or highly seasoned foods for a few days. The BRAT diet – Bananas, rice, applesauce and toast is a good place to start, especially with children.

If a person is sick with gastritus (burning stomach feeling) avoid foods and drinks that irritate them. You **can also try over the counter** antacids like Tums or Pepto-Bismal. If a person is nauseas or vomiting from motion sickness, non prescription medicines like dramamine could help.
Another upset stomach symptom is diarrhea. Diarrhea can be caused by many things. It could be a bacteria or a parasite but most of the time it is a non serious viral infection. If it is an infection, you may also have some nausea and vomiting, stomach pain or cramping, a mild fever, some aches and a headache. (*Trainer: Be prepared to discuss or have handouts available if questions occur when parasites are mentioned.)

The infection can be contagious so be sure and follow prevention practices like good hand washing. We will talk more about prevention later.

Diarrhea could also be a side effect of medication or a reaction to certain sugar substitutes.

Diarrhea could be a warning sign of something more serious like a chronic infection or inflammatory bowel disease. Diarrhea could be more serious and you should seek medical attention if:

The diarrhea lasts for more than a week (12 hours in infants)
You show signs of dehydration, or
If diarrhea is accompanied by other warning signs like severe abdominal or rectal pain, blood in the stool or a high fever.

Additional trainer resource: www.mayoclinic.com/health/diarrhea/DS00292
Managing Diarrhea

- Drink water and other clear fluids
- Use electrolyte drinks
- Add solid foods slowly
- Avoid caffeine and nicotine
- Avoid dairy, fatty, spicy foods
- Non prescription medicines may help
- Practice good hygiene

Although it is uncomfortable, most of the time diarrhea is not serious and clears on its own without medicines. Antibiotics do not help if it is caused by a virus. One of the most common problems with diarrhea is dehydration. There are things you can do to help prevent dehydration and make yourself feel better.

**Drink at least 8 glasses of water and other clear fluids** like clear soda, broth or weak tea. Make sure the water is safe. Do you need to boil or drink bottled water?

When a person is vomiting or has diarrhea, in addition to water loss, the body loses electrolytes. Electrolytes are salts in the body that conduct electricity. Some examples of electrolytes are sodium, potassium, calcium and magnesium. Electrolytes need to be replaced to prevent dehydration especially in babies and children whose smaller bodies make them more likely have a higher loss of water and electrolytes. Use rehydrating fluids like pedialyte that contain electrolytes.

**Add** soft low fiber **foods gradually** as you get better. *Ask group:* What are some low fiber foods that would be good choices? Try foods like crackers, toast, eggs, rice or chicken. **Avoid caffeine, nicotine, dairy products and fatty or highly seasoned foods** for a few days.

**Non prescription** anti diarrhea medicines like Pepto-Bismol or Kaopectate may slow the diarrhea but will not cure the virus or get you better faster.

And always **practice good hygiene** and hand washing to prevent others from getting the virus.
Rashes

- **Mild**
  - Itchy, redness

- **Major**
  - If rash is in eyes
  - If self treatment does not help
  - Purple or bruised looking
  - Crusty, blistered or draining
  - Accompanied by other warning signs

Source Mayo Clinic Guide to Self-Care – *General guidelines only

So many things can cause a rash. Rashes are skin irritations that could come from allergic reactions, insect bites or stings, bacterial or fungal infections or skin conditions like diaper rash and dermatitis (irritated and swollen or inflamed skin). Rashes also come with some common childhood illnesses like chickenpox or measles.

Whether a rash is **mild or major** and how you treat it depends on the kind of rash it is or what illness is causing it.

A rash could be a warning sign of something more serious than a minor skin irritation or minor allergic reaction. You should **seek medical attention if**:

The rash involves the **eyes**.
The rash **does not go away** in 2-3 days.
The area of the rash becomes **dark purple or bruised** looking.
The area of the rash becomes **crusty, blistered or is oozing**, or
If the rash is **accompanied by any of the warning signs** we talked about before like a high fever, sore throat, shortness of breath or difficulty breathing.

Additional trainer resources: [www.mayoclinic.com/health/skin/SN99999](www.mayoclinic.com/health/skin/SN99999); [www.familydoctor.org/545.xml](www.familydoctor.org/545.xml)

Notes to trainer: **If the audience is young mothers with small children, this could be a good time to bring up Immunizations.** Cross reference with Modules 2.4. Allergies and 3.3 Over-the-Counter Medications.
Managing Rashes

• Avoid things you are allergic to
• Avoid skin irritants
• Keep area cool
• Keep area clean and dry
• Keep fingernails short and clean
• Non prescription antihistamines or anti itch creams and lotions may help

How do you know how to treat the rash? How do you know what caused it? If you or someone you are taking care of has a rash, try to figure out what the rash is from. Think about things that might have triggered it. Have you taken a new medicine or eaten something new or different that you might be allergic to? Have you taken a medicine or eaten something that gave you a rash before? Have you been bitten by an insect or come in contact with poison ivy? Has a child been exposed to measles or chickenpox or other childhood illness? Could it be a fungus like athletes foot? Could it be a bacterial infection like impetigo?

It is a good idea to learn more about these conditions and specific treatments. This is especially important if you have young children or know from past history that you are prone to certain skin irritations or allergies.

If you think the rash is from an **allergic reaction, avoid things** that might have triggered it.

There are some things that might reduce itching and help you feel better.

Try taking **cool** showers or use cool compress and avoid getting overheated. Practice good hygiene. Keep the area **clean and dry**. You want to reduce problems from scratching so **keep fingernails short and clean**. Try **non prescription antihistamine** like Benadryl or **anti itch** medicines like hydrocortisone cream or Calamine lotion. Remember to follow instructions when using any over-the-counter drug.
Wounds

• Mild
  • Everyday cuts and scraps

• Major
  • Bleeding does not stop
  • Deep and dirty puncture wound
  • Needs stitches
  • Signs of infection
    • Redness, warmth
    • Swelling, drainage

People get **cuts and scraps everyday**. Minor wounds can generally be treated easily at home.

A wound could be more serious and you should seek medical advice if:

You **cannot stop the bleeding** after applying pressure for several minutes or if blood is spurting out.

You have a puncture wound that is **deep and dirty** like from stepping on a nail or an animal bite. You will need other treatment and a tetanus shot if you have not had one recently.

The wound is deep or gapping and you cannot close it easily with a band aide or surgical tape. You might **need stitches**.

The wound does not heal properly and shows **signs of getting infected**. Signs like **redness, warmth to the touch, swelling or draining**.

*Additional trainer resources:
www.mayoclinic.com/health/first-aid-cuts/FA00042;  
www.mayoclinic.com/health/first-aid-puncture-wounds/FA00014;  
www.mayoclinic.com/health/first-aid-severe-bleeding/FA00038

Source: Mayo Clinic Guide to Self-Care*
Managing Minor Wounds

- Stop the bleeding
- Clean the wound
- Apply an antibiotic
- Cover the wound
- Change the dressing
- Watch for infections

Even though a cut or scrape may seem like a simple wound, it still needs proper care to prevent infection. There are steps you can take with minor wounds that will help avoid infection or other complications and help the healing process.

**Stop the bleeding.** If the bleeding does not stop on its own, apply gentle, continuous pressure with a clean cloth or bandage.

**Keep wound clean.** Rinse with clean water and clean area around the wound. Use a wound cleanser like soap and water or hydrogen peroxide.

**Apply an antibiotic** ointment like Neosporin, after you clean the wound to prevent infection.

**Cover the wound** with a bandage to help keep it clean. After it has healed enough to prevent infection, you can take the band aid off. Exposing the wound to air will speed healing.

**Change bandage or dressing** when it gets dirty or at least once a day to prevent infection. Remember to dispose of the bandage properly and wash your hands.

Be on the **lookout for signs of infection** such as redness, swelling or warmth.

Consider taking a first aid class to learn more about taking care of wounds and other injuries. **Trainer: Be prepared to answer questions about caring for major wounds, i.e. do the best you can, stop the bleeding, etc.**
Burns can be minor problems or they can be life threatening. Knowing the difference between a minor and a major burn is determining the extent of the damage to body tissues. You have probably heard the terms for the classifications of burns as first degree, second degree and third degree.

**First degree** burns are usually caused by a brief contact with heat. The skin may be red with some swelling and pain, but the outer layer of skin has not burned through.

In a **second degree** burn, the first layer of skin has been burned through and the second layer is also burned. There are usually blisters and the skin becomes very red and splotchy. There is severe pain and swelling. Remember even a sun burn can be serious and cause second degree burns, but you can prevent this with sunscreen.

A **third degree** burn is the most serious involving all layers of the skin. It could even involve fat, nerves, muscles and bones. The skin may look charred black or dry white. If the nerve is damaged, there may be no pain at all.

Some burns can be treated at home, others are much more serious and need emergency medical care. Seek immediate medical care if: It is a **second or third degree** burn. The **burn area is large**. The burn is **electrical**. Even though an electrical burn may look minor, there could be damage that you cannot see. The burn is from **chemicals** and is a second degree burn larger than 2-3 inches or is on the face, hands, feet, groin, buttocks or major joint. If the person appears to be in **shock**.

*Trainer: be prepared to answer questions about shock. See slide on Managing Major Burns.*

*Note to trainer: See next slide for additional trainer resources.*
We will talk about basic actions to treat minor or first degree burns at home and help make you feel better. If a second degree burn covers no more than 2-3 inches you can follow the actions for a minor burn. After you safely remove the person from the source of the burn:

**Cool the burn** by holding it under cold running water for 15 minutes, immersing it in cold water or by using a cold compress.

Once cooled, a moisturizing **lotion**, for example one with aloe, can prevent dryness and make you more comfortable.

**Cover the burn** with a loosely wrapped sterile gauze bandage to keep the air off. This can help reduce pain and protect blisters.

You can use an over-the-counter **pain reliever**.

**Do not put ice** on a burn because it could freeze it and do more damage. **Blisters** protect the skin from infection, so **do not break** them. If they do break, wash with mild soap and water, use an antibiotic ointment and bandage.

Minor burns usually heal without further treatment but **watch for signs of infection** like redness, fever, swelling, oozing or pain.

Cross reference with Module 4.5 Preventing Injuries.

Managing Minor Chemical Burns

- Remove the chemical from skin
- Remove contaminated clothes or jewelry
- Wrap the burned area
- Rewash if burning continues

Products in the house that you use for cleaning or products you use in the yard may contain ammonia, bleach or other chemicals that can be dangerous. Be sure to follow instructions carefully when using these items.

There are some additional actions that can be taken if the minor burn was caused by a chemical and actions you need to take for a more serious chemical burn until you can get medical help.

Remove the chemical from the skin. If the chemical is a powder, brush it away. Then cool with running water as for other minor burns.

Remove any clothes or jewelry that the chemical may have gotten on.

Wrap the burn with a dry, sterile bandage or clean cloth.

If the area continues to burn place the area again under cool running water.

If it is a more serious burn call for help and take basic actions until help arrives.
If someone has a major burn, call 911 immediately. These are some basic things you can or should not do while waiting for help to arrive.

Remove the person from contact with any burning or smoldering materials but do not remove any clothing that is burned onto the skin.

If you have been trained in CPR and the person is not breathing, you can begin CPR. If you have not been trained, tell 911 that the person is not breathing.

Cover the burn area with a cool, moist sterile bandage or clean cloth but do not immerse large burn areas in cold water because this can cause shock.

If the person appears to be in shock (fainting, pale, shallow breathing), try to keep the person as still and comfortable as possible. Elevate their feet higher than their head and keep them warm.

Consider taking a first aid class to learn more about treating burns, Cardio Pulmonary Resuscitation (CPR) and shock.
Allergies are a reaction or overreaction of the body’s immune system to something it sees as foreign. It can be a reaction to a food, a drug, an insect bite, latex, dust, molds, pet dander, pollens or other seasonal item. Most of us are familiar with dust, hay fever or pollen allergies. *(Ask group)* Have any of you ever had an allergic reaction to a food or drug? What happened?

What are some typical symptoms of an allergy? **Itching, rashes, hives, sneezing, nasal** or respiratory inflammation and **congestion, red swollen or watery eyes**.

Allergic reactions can be annoying or they can be life threatening. An allergy can be more serious and you should seek medical attention if a mild symptom continues or worsens or if:

You suspect you are having a **reaction to a drug**. A drug reaction can cause mild symptoms that occur after taking medicine. If that happens, notify your doctor. If the reaction results in major symptoms, seek immediate medical help. Look for a rash, difficulty breathing, shortness of breath or fainting.

In rare cases, an allergic reaction can cause an **intense asthma attack** or “anaphylaxis”. This can produce **difficult breathing, throat swelling or shock** and can be life threatening.

*Trainer:* Cross reference Modules 2.2 Cold or Flu and 2.3 Cold or Flu Symptoms
Managing Allergies

- Avoid your allergy triggers
- Try a topical ointment or lotion
- Try a non prescription allergy medicine
- Talk to your doctor
- Keep a supply of emergency allergy medicine

The best way to manage your allergies is to find out what makes you allergic. What are you sensitive to? When do you get an allergic reaction? Do you have a history of an allergy to a medicine, like Penicillin?

Try to avoid things that trigger your allergy whether it is a particular drug, food or environmental allergy. Reduce dust and mold in your home by vacuuming and changing air filters. Try to limit your outside activity during times of heavy pollen. Wash pollen out of your hair before going to sleep and getting it on your pillow.

A topical ointment or lotion can help itchy skin. You can make a paste with baking soda or oatmeal for a mild rash, hives or swelling.

Antihistamines like Benedryl may control sneezing, runny nose, itchy eyes. It can also help reduce the allergic effect of an unexpected allergy to food or insect sting. It works by blocking the action of histamine, an antibody the body produces to fight what it sees as an enemy. Decongestants like Pseudophed may relieve congestion or swelling in the nose. Be sure and follow instructions for any medicines. Non prescription eye drops like Visine can help relieve itchy eyes.

If you know you have a particular allergy ask your doctor what you can do. Also, let your doctor know about any over-the-counter drugs you use for allergies. A doctor may recommend treatments like over-the-counter medicines, nasal sprays or allergy shots. A doctor can also talk to you about any emergency medication that you can keep available in case of an allergic reaction.

If an allergic reaction is more serious call for help and take basic actions until help arrives. 

*Note to trainer: Cross reference Module 3.3 Over-the-Counter Medications.*
Poisoning

- **Mild**
  - Food poisoning less than 12 hours
  - Reaction to insect bite
- **Major**
  - Intense allergic reaction symptoms
  - Confused
  - Seizures
  - Trouble breathing
  - Unconscious

How many of you have ever had food poisoning? **Mild food poisoning** that comes with mild stomach pains, nausea, diarrhea or vomiting and lasts for just a few hours is unfortunately, pretty common and can generally be managed with the steps we talked about for nausea, diarrhea, vomiting and dehydration. You may also have had a mild reaction to a poison insect bite or sting. For an insect bite, clean it with soap and water, remove any stinger and use a baking soda and water paste. You can also ice for 10 minutes at a time.

We are going to talk now about other kinds of poison emergencies. A poison is a substance that can hurt your body. You can be poisoned by swallowing, inhaling or even absorbing a poison through your skin. *(Ask the group)* What are some things that can poison you? (High doses of medicines or illegal drugs, carbon monoxide, household products, pesticides, certain plants, certain metals like lead or mercury.)

Poisoning is not measured as mild, moderate or severe. If you suspect someone has been poisoned you should seek medical attention. Symptoms of poisoning may look like intense symptoms of an allergic reaction like hives or swelling. Call for help immediately if the person is **confused**, **having seizures**, **having trouble breathing** or **is unconscious**.

Managing Poisoning

- Call Poison Center or 911
- Do not follow product label advice
- Remove from contact with poison
- Do not induce vomiting
- Bring poison container to hospital
- Rinse mouth, eyes or skin with water
- Best management is prevention

Source Florida Poison Information Center Network

If you think someone has been poisoned ALWAYS contact the poison center for advice. Even if the person seems ok. Call the poison center 1-800-222-1222 before giving anything to eat or drink or any medications. If for some reason, you can not get the center, call 911 or your doctor. If the person has collapsed or stopped breathing call 911.

**Do not follow poisoning advice on product labels.** It could be outdated and harmful.

If it will not put you in danger, remove person from contact with chemical or gas fumes and ventilate the area by opening windows or doors.

You may want to have a bottle of ipecac syrup in the house but **DO NOT** use it unless advised to by the poison center or a doctor. **Do not try to induce vomiting** on your own. This could be dangerous.

If you can get to a medical facility bring the poison container with you.

If the person has put a poison in the mouth or swallowed it, rinse the mouth with water, then call the poison center. If poison has gotten in the eyes, rinse them with room temperature tap water for 15 minutes. If poison has gotten on the skin or clothes, remove clothing and rinse the skin area with water for 15-20 minutes. Wash with soap and water.

ALWAYS REMEMBER, the best poison management is **prevention**.

*news to trainer: Cross reference Module 4.5 Preventing Injuries.*
*Source: Florida Poison Information Center Network.*
Choking happens when something blocks the flow of air in the throat or windpipe. The cause in adults is often food, like a chunk of meat, that is not properly chewed. In children, the cause of choking is often swallowing a small object. Choking is a very frightening feeling. *(Ask group)* Has it ever happened to you?

People often say that it feels like food has “gone down the wrong pipe.” When this happens, people have the reflex to cough. **Coughing** will often resolve the problem. As long as someone **can talk to you or can cough freely**, their windpipe is not completely blocked and they are not really choking.

If the person **cannot speak, cough or gasp air**, this is serious and immediate help is needed.

The **universal sign for choking** is the hands clutching the throat with their thumbs and fingers extended. If you see someone doing this, it means they need help. **Note to trainer: Demonstrate and ask everyone to make the sign.**

Of course if a person cannot breath and begins to **turn blue or becomes unconscious**, immediate emergency help is necessary.

*Additional trainer resources:*
[www.mayoclinic.com/health/first-aid-choking/FA00025](http://www.mayoclinic.com/health/first-aid-choking/FA00025);
Managing Choking

- Recognize the universal sign
- Learn the Heimlich maneuver
  - Stand behind person, wrap arms around waist, bend person slightly forward
  - Make a fist with one hand slightly above navel
  - Grasp fist with other hand, press hard into abdomen with quick upward thrust
  - Repeat until object expelled
- Call 911

Source Mayo Clinic Guide to Self-Care - * General guidelines only

There are things that you can do to assist someone who is choking.

First you need to recognize the universal sign for choking.

Learn the Heimlich maneuver. If someone else is with you have them call 911 while you do the Heimlich maneuver. If you are alone, do the Heimlich before calling 911.

These are general instructions that you can follow in the event of an emergency. Note to trainer: Go through the steps as you simulate a demonstration with a volunteer from the group.

This demonstration does not take the place of professional training and practice. There are also special things you need to know if the person choking is an infant, unconscious, pregnant, obese or if you are the one who is choking. A training class in the Heimlich maneuver and Cardio Pulmonary Resuscitation (CPR) is a good idea. We will tell you later about additional training you can get in this community.
Purpose: To give participants information on the basic skills needed to provide home care and an awareness of how those skills may need to be adapted based on who is receiving care.

Objectives: Upon completion of this unit participants should be able to:

1. Identify different kinds of thermometers.
2. Describe the appropriate use of some common “over-the-counter” drugs.
3. List the steps necessary to keep someone hydrated.

Procedure: This unit is presented using PowerPoint slides 52-62.

The unit contains the following modules. Each begins with a new PowerPoint slide. Additional procedural information such as suggested handouts may be included on slide speaker notes pages:

3.1 Introduction (PP 52)
3.2 Taking a temperature (PP 53-54)
3.3 Over-the-counter medications (PP 55-58)
3.4 Feeding and hydration (PP 59)
3.5 Special considerations (PP 60-62)

Suggested Activities:

Pre and Post test - At the beginning of the unit, hand out a pre test and give participants 3-5 minutes to complete it. At the end of the unit, ask the group to look back at their test and discuss each of the questions and answers. As you discuss the answers, ask if any of their answers have changed now that you have completed the unit. An alternative method would be to hand out another copy of the test and have participants re take before discussing. This method will take longer.

Temperature Demonstration - As part of module 3.2, demonstrate the use of different types of thermometers. You can demonstrate on a group member and compare the different results using different methods. If you can obtain a supply of disposable thermometers, have the group practice taking their own or each others temperatures.

Over-the-Counter Medicine Label - As part of module 3.3 (slide 57), handout or pass around empty medicine boxes. This will allow trainees to follow along and have hands on experience as you talk information included on a medicine label.
Materials:

- Flip chart and markers
- Computer projector and screen for PowerPoint presentation
- Presentation handout notes – print from PowerPoint presentation
- Materials for demonstration - thermometers, empty OTC medicine boxes
- Pre and Post Test – sample included in appendix
- Medicine Label handout – copy included in appendix
- Common OTC medical terms definition handout – copy included in appendix
- See resource list in appendix for links where additional posters, brochures or handouts can be ordered or printed

Estimated Time: 45 minutes – 1 hour

Notes to Trainer: Module 3.3, over-the-counter medications is related to Module 2.3, Managing Cold or Flu Symptoms and Module 5.2, Medical history / prescription medication. Keep this in mind if you are selecting specific modules.

When discussing medicines and providing examples in Module 3.3, remind participants that specific brand names mentioned are only given as examples they may be familiar with and you are not promoting a particular brand.

Module 3.5, special considerations can be expanded based upon the training target group. For example, if your group consists of young mothers, consider expanding the information presented on children.

If you choose to put more emphasis on the safe use of medicines, the Food and Drug Administration has excellent training units, including PowerPoint slides, handouts and exercises. See resource list for more information.

Resources: See bibliography and resource list at the end of the training guide. For more information on over-the-counter drugs and printable handouts and brochures see [www.fda.gov/usemedicinesafely](http://www.fda.gov/usemedicinesafely) and [www.fda.gov/medsinmyhome](http://www.fda.gov/medsinmyhome). For more information on fever and temperatures in children see [www.kidshealth.org/parent/firstaid_safe](http://www.kidshealth.org/parent/firstaid_safe). For more information on medication considerations for elders see [www.nihseniorhealth.gov/takingmedicines/toc.html](http://www.nihseniorhealth.gov/takingmedicines/toc.html).

Notes:
Unit 3 – General Care Activities Presentation

Presentation Overview

This is an overview of Unit 3 slides. You can use this form to help plan your training and to make notes to assist you in presenting the training. Notations could include information such as which slides to use or delete, when to give handouts etc. Following the slide overview section are the notes page views of the PowerPoint presentation containing sample speaking points.

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| Slide 53 | Taking a Temperature  
  - When is the best time?  
  - What should I use?  
  - Plastic Strip  
  - Glass  
  - Digital  
  - Tympanic (in ear) |
| Slide 54 | Taking a Temperature  
  - How do I use it?  
  - Forehead  
  - Oral  
  - Underarm  
  - Ear  
  - Rectal  
  - What does it mean?  
  - Follow Instructions - Learn More |
| Slide 55 | Over-the-Counter Medicine  
  - Non Prescription drugs  
  - Treat minor symptoms  
  - Choose carefully  
  - Use carefully  
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  - Follow instructions  
  - Ask your doctor or pharmacist  
  - www.fda.gov/meds/aroundhome |
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<td><strong>Slide 56</strong></td>
<td><strong>OTC Medicine Categories</strong>&lt;br&gt;• Fever Reducers&lt;br&gt;• Pain Relievers&lt;br&gt;• Antihistamines&lt;br&gt;• Decongestants&lt;br&gt;• Cough Suppressants&lt;br&gt;• Expectorants</td>
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<td><strong>Slide 57</strong></td>
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<td><strong>Slide 58</strong></td>
<td><strong>OTC Medicine Safety</strong>&lt;br&gt;• Use only when needed and helpful&lt;br&gt;• Understand what the medicine does&lt;br&gt;• Read label for warnings and usage&lt;br&gt;• Follow directions&lt;br&gt;• Don't use expired medicine&lt;br&gt;• Ask about interactions&lt;br&gt;• Ask about children's use&lt;br&gt;• Store out of children's reach</td>
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<td><strong>Slide 59</strong></td>
<td><strong>Feeding and Hydration</strong>&lt;br&gt;• Improve diet – help fight disease&lt;br&gt;• Follow individual diet restrictions&lt;br&gt;• Maintain nutrition and fluids&lt;br&gt;• Don't wait for symptoms&lt;br&gt;• Feed easily digestible foods&lt;br&gt;• Offer fluids frequently&lt;br&gt;• Avoid alcohol and caffeine</td>
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<td><strong>Special Considerations</strong>&lt;br&gt;• Children&lt;br&gt;• Elders&lt;br&gt;• Persons with chronic illness&lt;br&gt;• Persons with disabilities</td>
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<td>Slide</td>
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<td>Slide 61</td>
<td><strong>Special Considerations</strong>&lt;br&gt;• Written special instructions&lt;br&gt;• Medicine, equipment and supplies&lt;br&gt;• Medical instructions&lt;br&gt;• Diet restrictions&lt;br&gt;• Medication interactions&lt;br&gt;• Medication allergies&lt;br&gt;• Medication dosage</td>
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<td>Slide 62</td>
<td><strong>Special Consideration</strong>&lt;br&gt;• Food and Drug Administration&lt;br&gt;• Agency for Persons with Disabilities&lt;br&gt;• Department of Elder Affairs&lt;br&gt;• Department of Health&lt;br&gt;• The Nemours Foundation’s Center for Children’s Health Media</td>
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In this unit we will talk about basic activities or actions you need to know to take care of yourself or someone who is ill. We will talk about activities like taking a temperature, using over-the-counter medications, feeding and hydration or making sure you have enough fluid intake.

We will also spend a few minutes talking about special considerations that may be necessary for taking care of children, elders, persons with chronic illness or persons with disabilities.

*Note to trainer:* Give out pretest before moving on to next slide.

*Note to trainer:* This unit is closely related to modules in Unit 2 Managing Symptoms and Unit 4 Prevention. See Unit 2 Notes to Trainer in Training Guide for more information on cross referencing these units.
Taking a Temperature

• When is the best time?
• What should I use?
  • Plastic Strip
  • Glass
  • Digital
  • Tympanic (in ear)

When someone is sick you want to monitor their temperature. Feeling a person’s forehead can give you some information but is not accurate. Knowing a person’s temperature along with observing their general overall condition can help tell you how ill the person is. *Trainer: Ask group questions like, have you ever taken someone’s temperature? How many had to take a temperature in the last week, month…? What kind of thermometer did you use? Did you have any problems?*

Here are some **things to keep in mind** when taking a temperature. A person’s body temperature is usually lowest in morning. You should not take a temperature after someone has a hot shower or bath or after they have cold or hot food or drink. This can give an inaccurate reading.

There are **different kinds of thermometers** *(Trainer: have samples so you can show and demonstrate. As you discuss each, ask if anyone has ever used these.)*

- **Plastic strips** – These can be Forehead strip that are inexpensive, quick and easy to use but not as accurate as other methods or new oral & underarm strips which are fairly accurate.
- **Glass mercury** thermometer – There is a concern over the safety of a glass thermometer and possible exposure to mercury. If you have one and do not want to use it, find out about the proper way to dispose of it. *(Trainer: discuss concerns)*
- **Digital** – More expensive but recommended by doctors as safe and accurate
- **Tympanic** Thermometers – These measure temperatures inside the ear. They are quick, easy to use and accurate. More expensive and not as accurate for very young children. Not recommended for very young babies.
There are **different ways** to take a temperature.

**Forehead** temperature, using a plastic strip, is an easy way to see if someone has a fever but may not be as accurate as other methods.

**Oral** is generally preferred for persons age 4 and older, but remember cautions in using glass mercury thermometers.

**Under the arm** is convenient for persons who cannot hold a thermometer in their mouth but it is not as accurate. We also mentioned the thermometer that can be used in the **ear**.

**Rectal** – There are significant risks to taking rectal temperatures and should only be done under the advice of a doctor.

Whatever method you choose be sure and **follow the instructions** for sanitizing and using the thermometer. For example, if you use a digital thermometer wait until you hear the beep.

Now that you have taken the temperature do you understand **what it means**? The number does not mean the same for all people and all illnesses. We talked about this when we talked before about fever. Know what is usually normal for you and your family. At the end of the training, you will get a resource list that will give you suggestions on where you can **learn more**.

*Note to trainer:* This module can be expanded to demonstrate different methods or have participants practice (see suggested activity). This module is related to Managing Symptoms, Fever. If your training does not include that module, you may want to include information here.
“Over-the-counter” or OTC is medicine or drugs you buy without a prescription. When you follow directions and pay attention to expiration dates, they are safe and can help relieve or prevent symptoms. It is important to choose them carefully, not because you saw an ad on television or a friend gave you some. Know which are right for you and your family and when you should take them. Be especially cautious with children under the age of 2. (Trainer: Ask group to think about ads they heard on tv or radio. Talk about some of the side effects. Ask what are some of these? Dry mouth, dizziness, sleepiness etc.)

Use them carefully. Some medicines treat more than one problem. For example, a cold medicine may also contain an ingredient for fever. You do not need to take extra medicine.

Always read the label. In a minute, we will look at a sample medicine label. Do not assume you know what the label says or what to do because you have taken the medicine before or someone else has told you about it. Medicines change - instructions change - so always read the label.

We are talking only briefly about medicines. It is important to learn more about over-the-counter medicines you use and how they might react with your prescription medicines. Your doctor should be aware of all medicines you take, even over-the-counter medicines (and vitamins too).

You can learn more about medicines and how to use them from the Food and Drug Administration. We will give you more resource information later.

Additional trainer resource: www.familydoctor.org/otc.xml
There are different categories of over-the-counter medicines or drugs that treat cold or influenza symptoms like fever, aches and pains and coughs. There are many different medicines within a category. They can be generic or familiar name brands but may contain the same active ingredient and treat the same symptoms.

Two categories are Antipyretics or Fever Reducers and Analgesics or Pain relievers that can also be used for fever. They contain ingredients like acetaminophen for example Tylenol; Aspirin like Bayer or Anacin; Ibuprofen like Advil or Nuprin or; Naproxen like Aleve.

Other categories include Antihistamines that dry you up and relieve allergy symptoms like sneezing, itching or runny nose. A common example is Benedryl. Decongestants thin mucus and help relieve a stuffy nose, for example Sudafed. Cough Suppressants help stop a dry cough and Expectorants, like Robitussin help loose coughs by helping to break up mucus. (Trainer: Note that you are not promoting specific brand.)

These are only some examples. We have a handout with medicine definitions for words you may see or hear when choosing medicines including some common active ingredients (distribute). You can find out more by checking the sites on the resource list you will get at the end of the training. If you or your loved ones are able to take any of these medications, it is a good idea to keep them in your medicine cabinet in case you have to shelter at home in an emergency. (Trainer: Cross reference with Unit 5 Preparation.)

How do you know which category of medicine you need or what ingredient is in the medicine? Read the Label!
“Over the counter” medicine labels have important usage and warning information to help you. Follow directions and any instructions from your doctor. If you have questions after reading the label, ask the pharmacist, your doctor or other medical professional. This is an example of what a label looks like.

**Notes to trainer:** Pass around empty OTC boxes.
You can emphasize key points by drawing on the slide in Slide Show View: Right-click and select Pointer Options; Click a pen option and hold the mouse button as you write or draw on the slide. For a smoother transition to drawing, use the keyboard. CTRL+P will switch to the pen. CTRL+U will go back to the pointer. Practice in advance.

**Active Ingredient** – what medical substance and how much is in the product per unit. A unit could be a pill, tablet or teaspoon etc. You want to be careful not to use more than one medicine with the same active ingredient.

**Purpose** – What category of medicine it is, like an antihistamine.

**Uses** – What symptoms or disease it will treat or prevent. This will help you decide if it is right for your problem.

**Warnings** – When not to use it, when to talk to a doctor, possible side effects, when to stop using it and other important things to know.

**Directions** – What age it is for, how much to take, how often and for how long. Follow instructions exactly. Be cautious of the difference between a teaspoon and tablespoon. A spoon does not measure liquid medicine the same as a dropper or device you may get with the medicine. So use that dropper.

**Other information** such as how to store it.

**Inactive ingredients** such as added colors or flavors. You may be sensitive to these.

Source [www.fda.gov](http://www.fda.gov)
OTC Medicine Safety

- Use only when needed and helpful
- Understand what the medicine does
- Read label for warnings and usage
- Follow directions
- Don’t use expired medicine
- Ask about interactions
- Ask about children’s use
- Store out of children’s reach

In summary, use only when needed – do not continue to use it if it does not make you feel better.

Know what the medicine is and what it is used for. If you take more than one medicine be careful not to duplicate ingredients. Too much of a good thing could be bad for you.

Read label for warnings and proper use. Read about any side affects.

Follow directions for proper dosage.

Follow directions for how often and how long it can be used.

Check the expiration date on the package. Replace outdated medications.

Ask pharmacist or doctor about interactions with other medicines you take.

Ask pharmacist or doctor about dosage and brands for children.

Store medicine away from the reach of children and pets.

These precautions will also apply to any prescription medicines you have.

Note to trainer: Cross reference Module 5.3 Medical supplies/medicine chest/first aid kit. If you do not include that module, discuss here.
Feeding and Hydration

- Improve diet - help fight disease
- Follow individual diet restrictions
- Maintain nutrition and fluids
- Don’t wait for symptoms
- Feed easily digestible foods
- Offer fluids frequently
- Avoid alcohol and caffeine

A good diet can help fight disease and help prevent illness. A healthy diet can reduce the risk of developing some diseases, help you maintain weight and help keep up your energy levels. A sick person might need special diets or foods. For example, while not generally recommended, they might need high calorie, high fat or salty foods to replace losses. Always keep in mind any diet restrictions a person might have, such as for someone who is diabetic. Unless instructed otherwise by a medical professional do not change their diet.

We talked about feeding and hydration when we talked about managing the symptoms of vomiting, diarrhea and dehydration. When someone is sick they may not want to eat or drink but it important to maintain nutrition and fluids to keep them hydrated. Do not wait until a sick person is vomiting or dehydrated before you begin managing these symptoms. Feed foods that will not upset their stomach like soup and crackers, mashed potatoes and even ice cream and offer fluids often. Children can eat bananas, rice, applesauce and toast (sometimes called the BRAT diet). Remember to keep a supply on hand in case you must shelter at home. (Cross reference Module 5.4 Preparation)

If a sick person is not eating, and they do not have diet restrictions, use fluids containing sugars and salts such as broths, soups, ginger ale, sports drinks or electrolyte drinks. Avoid alcohol and caffeinated drinks like coffee, tea or cola. They can be more dehydrating.

Note to trainer: Cross reference Managing Symptoms – Dehydration and Upset Stomach. If you did not include those modules talk about them here.
It is important to be aware of any special needs you or the person you are taking care of may have.

If the person you are caring for is a baby, a child, an elder, a person with a chronic illness or a person with a disability be alert to any special care requirements. Be prepared for meeting these needs in case you have to shelter at home.

You need to be aware of differences in food or medicine needs. Nutritional and medicine needs change as people age. It is very important to know if a medicine can be used for a child and how much to give them. And remember, never give children and teenagers aspirin or drugs that contain aspirin unless instructed to by a doctor.

Note to trainer: This module can be expanded to meet the interests of the specific training target group.

Special Considerations

- Written special instructions
- Medicine, equipment and supplies
- Medical instructions
- Diet restrictions
- Medication interactions
- Medication allergies
- Medication dosage

Before an emergency happens, ask yourself these questions:

Do you have **written instructions** for any special medicine or care needs for yourself or others in your family?

Do you have the **medicine, supplies and equipment** you might need available? Supplies could range from the availability of medical necessities like oxygen or wheelchair batteries to something as simple as reading or coloring books for children who may have to stay at home.

Do you have special **instructions** from a doctor? Is the person on a **restricted diet**?

Are you aware of **medication interactions**? Does your doctor know about all the medicines each person is taking? Medicines may react differently when combined with other medications. Elders in particular may already be using a variety of medications. Before you use additional medications to treat an illness, make sure you know about possible interactions.

Is the person **allergic** to any medicines?

Have you adapted the medicine **dosage**? What is your child’s age and weight? Some children’s medicine is given by age or weight.

*Ask the group* – So, how did you do? What other things might you need to be aware of? *(Cross reference Unit 5 Preparation. You can say you will talk more about later.)*
Here are just a few agencies that can help provide information on taking care of people with special needs. You will get a resource list with contact information and Web sites for these and even more agencies.

The U.S. Food and Drug Administration provides materials and education on the safe use of drugs for everyone with special information for seniors and children.

The Florida Agency for Persons with Disabilities works in partnership with local communities to provide critical services and support for persons with developmental disabilities.

The Florida Department of Elder Affairs provides information on programs and services for elders, their families and caregivers.

The Florida Department of Health promotes and protects the health and safety of all people in Florida through the delivery of quality public health services and the promotion of health care standards. The department has many programs aimed at emergency preparedness as well as improving the health of all citizens – children, adolescents, adults and elders.

The Nemours Foundation's Center for Children's Health Media provides educational materials and information on caring for children.

*Note to trainer: If you use this slide, cross reference it with the Unit 6 Community resources and Additional information and training resources.*
Unit 4 – Prevention

Purpose: To give persons basic information to help them protect themselves from getting sick or injured and to help them prevent the spread of illness.

Objectives: Upon completion of this unit participants should be able to:

1. Name three actions that can reduce the spread of illness.
2. Describe the proper technique for washing their hands.
3. Name three ways to prevent accidental injury.

Procedure: This unit is presented using PowerPoint slides 63-69.

The unit contains the following modules. Each begins with a new PowerPoint slide. Additional procedural information such as suggested handouts may be included on slide speaker notes pages:

4.1 Introduction – Preventing the spread of illness (PP 63)
4.2 Hand washing (PP 64)
4.3 Other healthy habits (PP 65-66)
4.4 Tips for the caregiver (PP 67)
4.5 Preventing injuries (PP 68-69)

Suggested Activities:

Hand washing (5 minutes) – Following the module on hand washing tell participants that when you say "go" they are to wash their hands while singing out loud, "Happy Birthday." Explain that it takes about the time to sing the song to get their hands properly washed. Give out sample or travel size hand sanitizers, use a large size sanitizer and put some on each person’s hand or ask persons to pretend that they are using soap and water. It might be more fun to ask, before you begin the activity, if anyone has recently celebrated or will be celebrating a birthday. You can then explain the activity and have the group sing to that person while washing their hands.

Accident prevention (5 minutes) - At the conclusion of the unit distribute a “What’s wrong with this picture?” Ask participants to find and circle potential fire hazards or sources of danger. The person(s) who finds the most dangers can be given a training prize. As an alternative you could put the picture on the screen and do this as a group asking persons to call out hazards.
Materials:

Flip chart and markers
Computer projector and screen for PowerPoint presentation
Presentation handout notes – print from PowerPoint presentation
Materials for demonstration – Hand Sanitizer
Wash Your Hands Florida handout – included in appendix
Stop the Spread of Germs handout – included in appendix
What’s wrong with these pictures? - included in appendix
See resource list in appendix for links where additional posters, brochures or handouts can be ordered or printed

Estimated Time: 30 minutes – 45 minutes

Notes to Trainer: You can expand or adapt the preventing injuries module to meet the needs of the specific audience. For example, if you are training young mothers you could spend more time talking about preventing poisoning and baby proofing a house. If you are training elders, you could spend more time talking about hazards in the home which could cause falls.

Module 4.5 is intended to be a high level overview of Injury Prevention. It is designed to take only a few minutes to present. If the audience needs more detail in this area consider working with the Department of Health to schedule or obtain information from the department’s injury prevention program. You can also coordinate with the Department of Elder Affairs, Florida Injury Prevention Program for Seniors (FLIPS).

Resources: See bibliography and resource list at the end of the training guide. For more information on preventing the spread of illness see www.cdc.gov. For more information and resources on preventing home injuries see www.homesafetycouncil.org. For information on the Department of Health, Hygiene Campaign see www.TalkToTheFifthGuy.com.

Notes:
Presentation Overview

This is an overview of Unit 4 slides. You can use this form to help plan your training and to make notes to assist you in presenting the training. Notations could include information such as which slides to use or delete, when to give handouts etc. Following the slide overview section are the notes page views of the PowerPoint presentation containing sample speaking points.

<table>
<thead>
<tr>
<th>Slide</th>
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<tr>
<td>Slide 63</td>
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<tr>
<td><img src="image" alt="Home Care Project" /></td>
<td>Unit 4 – Prevention</td>
</tr>
<tr>
<td>Slide 64</td>
<td>Hand Washing</td>
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<tr>
<td><img src="image" alt="Hand Washing" /></td>
<td>Can reduce or prevent the spread of the flu</td>
</tr>
<tr>
<td></td>
<td>• Use soap and warm water</td>
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<tr>
<td></td>
<td>• Pat dry with disposable towel</td>
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<tr>
<td></td>
<td>• Or use hand sanitizer</td>
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<tr>
<td>Slide 65</td>
<td>Healthy Habits</td>
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<tr>
<td><img src="image" alt="Healthy Habits" /></td>
<td>Maintain a healthy lifestyle</td>
</tr>
<tr>
<td></td>
<td>• Eat nutritiousy</td>
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<td></td>
<td>• Drink water</td>
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<td>• Rest and sleep</td>
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<td></td>
<td>• Exercise</td>
</tr>
<tr>
<td></td>
<td>• Clean and Sanitize</td>
</tr>
<tr>
<td></td>
<td>• Find out about the flu vaccine</td>
</tr>
<tr>
<td>Slide 66</td>
<td>Healthy Habits When Ill</td>
</tr>
<tr>
<td><img src="image" alt="Healthy Habits When Ill" /></td>
<td>Rest</td>
</tr>
<tr>
<td></td>
<td>• Drink fluids</td>
</tr>
<tr>
<td></td>
<td>• Cover mouth and nose when coughing</td>
</tr>
<tr>
<td></td>
<td>• Keep hands away from face</td>
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<tr>
<td></td>
<td>• Avoid sharing personal items</td>
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<td></td>
<td>• Isolate sick person</td>
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<td></td>
<td>• Clean and sanitize</td>
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<tr>
<td>Slide</td>
<td>Notes</td>
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</table>
| Slide 67  | **Tips for the Caregiver**  
- Take care of yourself  
- Wash hands often  
- Carefully handle food and personal items  
- Think about protective equipment |
| Slide 68  | **Preventing Injuries**  
- Keep your family safe  
- Leading cause of injuries are slips and falls, poisoning, fires and burns  
- Check your home for hazards  
- Be careful storing medicines  
- Be careful storing cleaning products |
| Slide 69  | **Preventing Injuries**  
- Smoke alarms  
- Carbon monoxide alarms  
- Fire extinguishers  
- [www.homesafetycouncil.org](http://www.homesafetycouncil.org) |
There are actions that we can practice to help keep us from getting sick or hurt.

These actions can also help slow the spread of germs from influenza and other illnesses if we get sick. They can also help if we are taking care of or are around persons who are sick. The influenza virus is spread by respiratory droplets that can come from the mouth and nose when we cough or sneeze. They are passed from one person to another in close contact.

We will talk about are some things we can do today before an illness or pandemic influenza strikes.

We will also talk about steps you can take once an illness happens to slow or prevent it from spreading to others in the family.

Note to trainer: This unit is closely related to modules in Unit 2 Managing Symptoms and Unit 3 General Care Activities. See Unit 2 Notes to Trainer in Training Guide for more information on cross referencing these units.
Hand Washing

Can reduce or prevent the spread of the flu
• Use soap and warm water
• Pat dry with disposable towel
• Or use hand sanitizer

In this world of high technology, machines and medications, sometimes the best defense is a very simple one.

The U.S. Center for Disease Control says that hand washing is the single most important way to prevent the spread of infections.

Wash your hands with soap and warm water. Use any soap. Antibacterial soap is ok but is not necessary.

Wash your hands for 15-20 seconds rubbing them together. Be sure to wash your wrists, around your nails and between your fingers.

Rinse with warm water.

Pat dry your hands thoroughly using a disposable towel. Use the towel to turn off the faucet.

If washing is not possible use an alcohol based hand sanitizer. You can use a liquid or a handy wipe. If using a sanitizer, rub it all over your hand including around your nails and between your fingers. Rub until it feels dry.

Note to trainer: Use Hand washing suggested activity at this time. If you have been able to get samples of hand sanitizer, you can give them out to use with this activity.
What can you do today before an illness or pandemic influenza strikes?

Learn to make a practice of healthy habits. It is always important to maintain a healthy lifestyle, eat nutritiously, drink lots of water, get plenty of rest and sleep but also stay active and exercise.

Practice cleanliness and sanitation

And talk to your doctor about get immunized for seasonal influenza

Note to trainer: Cross reference Immunization information with your presentation from module 2.2. Cold or Flu. If you did not previously use the handout with guidelines for who should get immunized, use it here. If you did use it earlier, you can refer to it again.
Healthy Habits When Ill

- Rest
- Drink fluids
- Cover mouth and nose when coughing
- Keep hands away from face
- Avoid sharing personal items
- Isolate sick person
- Clean and sanitize

Note to trainer: This slide is animated so only the title first appears. This will allow you to ask trainees what steps they can take to slow or prevent the spread of illness, before showing the bullets.

What are some healthy habits that you and people around you who are sick, can practice to help slow or prevent the spread of illness?

Once you are sick it is especially important to get plenty of rest and drink lots of fluids. Do not cough or sneeze into your hands. You may think you are protecting others but, this puts the germs on your hands and they can spread as you touch your face, other people or surfaces such as a desk or countertop. Instead, cover your mouth and nose with a tissue or handkerchief. If no tissue is available cough or sneeze into the inside of your elbow. (Trainer: demonstrate).

Keep hands away from eyes, nose and mouth.

Avoid sharing things like towels, razors, toothbrushes drinks, cups, bottles, utensils, telephones and even the remote control to the television. If you must share certain items, disinfect the item before using.

Keep the sick person away from others as much as possible.

Keep your living areas as clean and sanitized as possible. You can use a disinfecting cleanser or spray or wipes to disinfect door knobs, light switches and other surfaces commonly touched around the house. You can make your own cleanser by mixing 4 parts of water with 1 part of bleach. Follow directions carefully and be very careful using bleach. It can be a dangerous chemical.
If you are the caregiver, it is very important that you think about yourself and remember to **take care of yourself**. People are dependant on you and it would be very difficult to care for others if you get sick.

**Wash or sanitize your hands** before and after providing care, after using the bathroom, after handling pets and before handling food. We can not talk enough about the importance of hand washing.

**Take care handling food and personal items.**

Place a container near the person to throw away used tissues. Avoid holding dirty laundry or linens to close. Can you think of anything else?

**Think about the use of Protective Equipment.**

*Note to trainer: Ask the group and discuss,* what have you heard about or do you think it is helpful to use protective equipment like masks or gloves?

In some cases they might not offer as much protection as the other healthy habits we talked about. If a doctor recommends that you wear plastic gloves or a mask, have them on hand and follow any instructions you are given for their use. If not used properly, they could cause more harm than good. You must also know if you have an allergy to latex gloves. If so, or if you are unsure, find plastic gloves that do not contain latex.
Preventing Injuries

• Keep your family safe
• Leading cause of injuries are slips and falls, poisoning, fires and burns
• Check your home for hazards
• Be careful storing medicines
• Be careful storing cleaning products

In addition to preventing illness or reducing the spread of influenza, think about the importance of **preventing accidents or injuries**. In the event of a pandemic influenza you may be told to stay home or may do so voluntarily. You do not need the added stress and problems associated with you or your family getting hurt at home. It is not possible to prevent all accidents, but there are steps you can take to help prevent them from occurring. The **major causes of injuries** at home are from slips and falls, poisoning and fire and burns.

**Check your home for potential hazards**
- Do you have loose area rugs?
- Are pathways blocked with clutter?
- Are stairs cluttered?
- Is there adequate lighting and night lights?
- Are your electrical cords frayed or do you have too many plugs in one outlet?
- Do you have a non-slip mat or strips in the bathtub?
- Do you cook with pots and pan handles turned away?

**Practice safety precautions when using or storing poisonous products**
- Are medicines stored separate from foods?
- Are medicines and cleaning products out of reach of children and pets?
- Do you flush old medicines down the toilet rather than putting them in the trash?
- Have you properly disposed of insulin syringes?

*Ask group:* What are some other things you should look for?

*Note to trainer:* See note on next slide.
Preventing Injuries

- Smoke alarms
- Carbon monoxide alarms
- Fire extinguishers
- www.homesafetycouncil.org

Do you have warning and response devices

Do you have a smoke alarm near all sleeping areas?
Do you have a carbon monoxide alarm near where people sleep?
Have you tested the alarm batteries?
Do you have a fire extinguisher located where anyone can use it?
Do all people in the home know how to use the fire extinguisher?
Does your home have a circuit breaker to prevent damage from electrical overload?

This unit has presented just some ideas and steps to help you prevent illness or injury. Can you think of other ways?

You can learn more about preventing injuries at home from the Home Safety Council. Go to their resource center and select “personalized checklist” to create a checklist for your home. (Trainer: If you have internet access, you can select a volunteer and demonstrate.) Go home and do a safety check – Walk through your home, check for potential hazards and take steps necessary to correct them. Make this a family game. Have each member of the family make a list of potential hazards and then compare them.

Note to trainer: This module is intended to be a high level overview. Encourage participants to get additional training or more information. Let them know sources for information will be provided. This module can be adapted to needs of a specific audience. For example, more time might be spent on preventing poisoning if you are training young mothers. If elders, you can put more emphasis on home hazards that cause falls.

Additional trainer resource: www.homesafetycouncil.org for information and activities.
Unit 5 – Preparation / Planning

**Purpose:** To help persons make a plan of action to be prepared to shelter at home during a public health emergency.

**Objectives:** Upon completion of this unit participants should be able to:

1. Explain the importance of keeping a written list of family member prescriptions.
2. List at least five items that should be in a first aid kit.
3. Name the two most important supplies to have on hand in case of an emergency.

**Procedure:** This unit is presented using PowerPoint slides 70-81.

The unit contains the following modules. Each begins with a new PowerPoint slide. Additional procedural information such as suggested handouts may be included on slide speaker notes pages:

- 5.1 Introduction (PP 70-73)
- 5.2 Medical history and prescription medications (PP 74)
- 5.3 Medical supplies / medicine chest / first aid kit (PP 75-79)
- 5.4 Food and other emergency supplies (PP 80-81)

**Suggested Activities:**

Get a Plan (5-10 minutes) - This activity can be done as part Module 5.1 Introduction. If you have internet access for the training, you can go to [www.floridadisaster.org](http://www.floridadisaster.org) to complete a sample emergency plan. Ask is someone from the group would like to volunteer to create a family plan. If you are going to do this activity, walk through the process yourself in advance.

Medicine Chest Game (5 -10 minutes) – This activity is done at the start of Module 5.3. Prepare two flip charts in advance. On one have a drawing of a cabinet (Medicine Chest). On the second, have a series of sticky notes, each with a picture or a word of an item that might or might not go in a medicine chest. Ask a trainee to come up and take an item and either place it in the medicine chest or move it to the side. Continue asking others to select an item and place it where they think appropriate. Participants may choose to select an item that has been moved to the side and put it in the medicine chest. Participants may also remove an item that has been placed in the cabinet. Continue until all sticky notes have been placed in the cabinet or moved to the side or until everyone has had a turn. If an item moves back and forth and there appears to be disagreement, put the item temporarily aside (in limbo) or ask for a majority vote. As you continue through the module discussion, ask the group how they think their medicine chest looks or if they think they need to make any changes. A list of words
that can be used in this exercise is included with Sample Training Materials in the Appendix. Trainers can make this more professional by using a display board and creating picture cards with Velcro. See suggested activity in Unit 1 for expanding this game.

“Are you smarter than a…?” (5 minutes) – As a closing unit exercise, give participants the Department of Homeland Security, Ready.gov emergency supply kit Get Ready Crossword Puzzle for children. This exercise is not only fun but the handout includes more information on activities families can take together to prepare for emergencies.

Materials:

- Flip chart and markers
- Computer projector and screen for PowerPoint presentation
- Presentation handout notes – print from PowerPoint presentation
- Pandemic Flu Planning Checklist for Individuals and Families (includes emergency contacts and supply list) – copies can be printed from www.pandemicflu.gov/plan/individual/index.html
- Family Emergency Health Information Sheet – copies can be printed from www.pandemicflu.gov/plan/individual/index.html
- Medicine Chest Game word list – sample included in appendix
- Ready.gov First Aid Kit checklist handout – copy included in appendix
- FloridaDisaster.org Disaster Supply kit handout – copy included in appendix
- Supplies Calendar Example handout – copy included in appendix
- Ready.gov Children’s Get Ready Crossword Puzzle - copy included in appendix
- See resource list in appendix for links where additional posters, brochures or handouts can be ordered or printed

Estimated Time: 40-45 minutes

Notes to Trainer: Information in this unit ties in with information in previous units. If you do not use some of these slides or modules, determine if information needs to be included elsewhere. See specific slides for additional trainer notes and cross references.

Resources: See bibliography and resource list at the end of the training guide. For more information on disaster planning, see www.floridadisaster.org and www.ready.gov.

Notes:
## Presentation Overview

This is an overview of Unit 5 slides. You can use this form to help plan your training and to make notes to assist you in presenting the training. Notations could include information such as which slides to use or delete, when to give handouts etc. Following the slide overview section are the notes page views of the PowerPoint presentation containing sample speaking points.

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<td>Slide 71</td>
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<td>Slide 72</td>
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<td>Slide 73</td>
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<tr>
<td>Slide 74</td>
<td>Medical History Medicines</td>
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</tr>
<tr>
<td>• Medical history</td>
<td></td>
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<tr>
<td>• List of medications</td>
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<tr>
<td>• Supply of prescription medicines</td>
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<td>• Insurance card</td>
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<table>
<thead>
<tr>
<th>Slide 75</th>
<th>Your Medicine Chest</th>
</tr>
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<tbody>
<tr>
<td>• What's in your medicine chest?</td>
<td></td>
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<tr>
<td>• How do you store medicine?</td>
<td></td>
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<tr>
<td>• When did you last clean it out?</td>
<td></td>
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<tr>
<td>• Do you have what you need for an emergency?</td>
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<table>
<thead>
<tr>
<th>Slide 76</th>
<th>Medicine Chest Essentials</th>
</tr>
</thead>
<tbody>
<tr>
<td>• First aid kit</td>
<td></td>
</tr>
<tr>
<td>• Poison Control phone number</td>
<td></td>
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<tr>
<td>• Special needs</td>
<td></td>
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<tr>
<td>• Fever and pain relief</td>
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<tr>
<td>• Wound and injury care</td>
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<tr>
<td>• Bites, stings and allergies</td>
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<td>• Coughs and colds</td>
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<tr>
<td>• Preventatives</td>
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<table>
<thead>
<tr>
<th>Slide 77</th>
<th>Medicine Chest Supplies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Thermometer</td>
<td></td>
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<tr>
<td>• Plastic gloves</td>
<td></td>
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<tr>
<td>• Scissors and tweezers</td>
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<tr>
<td>• Cold pack</td>
<td></td>
</tr>
<tr>
<td>• Assorted bandages</td>
<td></td>
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<tr>
<td>• Safety pins</td>
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<table>
<thead>
<tr>
<th>Slide 78</th>
<th>First Aid Kit</th>
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<tbody>
<tr>
<td>• Being prepared makes a difference</td>
<td></td>
</tr>
<tr>
<td>• Store in zipped bag or secure box</td>
<td></td>
</tr>
<tr>
<td>• Check contents often</td>
<td></td>
</tr>
<tr>
<td>• Replenish and replace</td>
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</tr>
<tr>
<td>• Plan ahead</td>
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<td>Slide 79</td>
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</table>
| ![First Aid Kit](image) | - Necessary supplies  
- Cleansing agent  
- Ointments  
- Medications  
- Family information  
- Personalize for your needs |
| Slide 80 | This slide is animated |
| ![Emergency Supplies](image) | **Think of basic survival needs** |
| Slide 81 | This slide is animated |
| ![Emergency Supplies](image) | - Water  
- Non perishable food and drinks  
- First aid kit  
- Medicines and prescription drugs  
- Special needs supplies  
- Back up communication |
Making a plan today can help you avoid or cope with a disaster or public health emergency in the future.

Planning and preparation will help you lessen the impact of a health care emergency and make things easier for you if you are required to or are voluntarily sheltering at home. This planning and preparation can also help you in the face of other emergencies such as hurricanes.

When you know what to expect, understand what can happen during an outbreak and know what actions you and your family can take you will be better able to cope.

Each of you is unique with different personal needs and skills, your emergency plans will also be unique.

There are however, common actions or activities we can all take to prepare us for an emergency situation.
For the next few minutes we will talk about planning ahead and preparing for a health care emergency.

You can start by developing a family emergency plan. This will help you take the steps necessary to prepare for an influenza pandemic or other emergency. When creating your plan think about your needs, the needs of your family members and remember to also plan for your pets.

The Florida Division of Emergency Management can walk you through the planning steps and help you create or evaluate your own personal family plan.

Make sure your family plan includes a meeting place in case family members are not all together during an emergency or evacuation. It is a good idea to have an out of town contact to help you coordinate a meeting place.

Before we complete this unit, we will also give you some planning handouts from www.ready.gov, a Web site from the U.S. Department of Homeland Security where you can get more information for you, your family and your pets.

Additional trainer resources:
www.floridadisaster.org
www.ready.gov/america/publications/allpubs.html
www.ready.gov/america/getakit/pets.html
In this section, we will give you a variety of handouts and checklists that you can use to develop your family emergency plan and prepare for an influenza pandemic. *Note to trainer: Give out all handouts and briefly walk through them. If you prefer, you can give out handouts with the appropriate slide.*

**Pandemic Flu Planning Checklist** for Individuals and Family – Review this with your family and take any needed actions. (*This is a general checklist you can refer to or give out when you talk about emergency supplies.*)

Family **Emergency Health Information** Sheet and **emergency contact** list. Complete this form or make your own list with similar information and put it in a safe place. Give a copy to a friend or family member who does not live with you. Make sure someone else knows how to find your contact list if they need to. Include more detailed emergency information if needed for persons with special needs. *Note to trainer: links for information for persons with special needs can be found in the Resource Section of the Training Guide.*

Other checklists we have for you are **first aid kit** and your **emergency disaster kit**. We will talk more about those in a few minutes.

*Note to trainer: If you did not include the module on injury prevention, you may want to include some information or suggest a home safety review as part of their planning and preparation.*
Emergency Phone Numbers

- 911
- 211
- Poison Control Center
  - 1-800-222-1222
- Family doctor
- Family contact information

During a health care emergency such as a pandemic you will probably be able to use the telephone. As part of your family emergency plan and preparation, it is important to know the emergency phone numbers for your community. (Ask group if they have a written list of emergency phone numbers and where they keep it.)

Emergency numbers should be posted near your phone or on the refrigerator so anyone in the family can find them. Also keep a copy with your first aid kit.

You know about 911, the universal emergency number that connects you to local emergency services for help.

Some communities have a 211 system, an information and referral line to connect you with community services. (Note to trainer: Find out if 211 is used in the community where you are training? If not, you may want to delete this from slide.)

While the poison control center may not be located in your community, emergency services are available 24 hours a day by calling 1-800-222-1222.

You should also have phone numbers for your doctor and any special medical numbers such as, if you have an oxygen supplier. Also have available contact information for family members. (Ask trainees who has children or parents living outside the area. Ask if they have their contact information written down so someone else can contact them.)

Note to trainer: Cross reference with Modules 5.3 First Aid Kit and 6.2 Community Resources - Important Phone Numbers.
Always have a written record of the **medical history** for you and your family. If an influenza pandemic occurs, vaccination clinics could be set up. If this happens you would need to bring your medical history with you. This record should include any special illnesses, allergies or care needs. Update this as necessary. You might want to share this record with family members. The history should include any special equipment or medical supplies you use.

*Note to trainer: Have handouts about flu, pneumonia and tetanus shots available in case questions arise during this discussion. Give out or review Family Emergency Health Information sheet at this time.*

You should have a written **list of medications** including dosage and how often they are taken.

Always have at least a week **supply of your prescription medicine**. This may not however be enough to get you through an emergency. If your community is anticipating a health care or other crisis, available medicine may be limited. Once a crisis occurs, you may not be able to get to a drug store. Talk with your doctor about a prescription and the possibility of getting an extra supply of your medicine. For example, some mail order prescriptions can provide a three month supply.

Make sure you have a copy of your medical **insurance card**.
What are some things to think about when you look in your medicine cabinet?

**What items do you keep in the medicine chest?** Do you keep your prescription drugs there? If the cabinet is in the bathroom, this is not the best place to keep pills because moisture can affect them. You need to keep them in a dry cool place such as a high closet or cabinet shelf.

**How are your medicines stored?** Do you mix or repackage medicines? Store items in original containers so you know what they are, how to use them and expiration dates. Do you mix food items with medicines? This could lead to a mistake. Store away from children. Ask the pharmacist about special instructions. Do you know the proper way to store special medical needs like insulin?

**When was the last time you cleaned your medicine chest?** Give your medicine chest at least a yearly checkup. Do you have expired or leftover medicine? These could be ineffective or contaminated. Is your medicine old, discolored, flaking, smelly? Is the label unreadable? Use common sense and discard safely.

**Do you have the medicine and supplies you need** in case of a health care emergency? Remember how hard it is to get supplies when a hurricane warning is issued.
Be prepared. Keep a well stocked medicine chest. A few basic supplies can handle many of your needs. 

*Note to trainer:* This and the next slide are animated. If you did not use the suggested activity, ask participants to list items. Write them on the board or flip chart. The slides can be used as a summary. You can continue by asking:

Let us see what we put in our cabinet or let us summarize the basics to have on hand.

**First aid kit** *(Note that some other items mentioned can be put in their first aid kit.)*

**Poison control** phone number. *Trainer: Ask how many of you have Syrup of Ipecac in your medicine cabinet or note that it has been put in the group cabinet.* This is no longer routinely recommended. Talk with your doctor. If it is in your medicine chest, do not use it without medical advice. Inducing vomiting may cause harm.

**Special** health supplies like asthma inhalers and non prescription drugs for your families special conditions or needs.

**Fever and Pain Relief** medicines. Make sure to include aspirin to have in case someone has a heart attack or stroke. Remember do not give aspirin to children.

**Wound Care items** like antiseptic wipes, hydrogen peroxide or rubbing alcohol, antibiotic ointment, assorted bandages, sterile gauze and adhesive tape.

**Bites, Stings and Allergy** treatments like antihistamines and allergy cortisone creams.

**Cough and cold** treatments like a decongestant and cough suppressant.

**Preventative** items like sunscreen and insect repellant.
In addition to the treatments and ointments we just talked about, there are some supplies that should be kept on hand to complete your Medicine Chest.

*Note to trainer: If these were not mentioned when the group brainstormed on medicine chest essentials, ask about them now. If supplies were included in the previous discussion, use this slide as a summary. You can ask additional questions like, “why are these supplies important? Or “what would you use these supplies for?”*

Thermometer  
Plastic gloves  
Scissors and tweezers  
Cold pack  
Assorted bandages  
Safety pins

These supplies may be kept in your first aid kit.
Ask the group: Why is a first aid kit important?

Accidents happen. **Having basic supplies** necessary to treat minor injuries in an emergency **can make a difference**.

Many of the items in your first aid kit may be ones we talked about for your medicine chest. You may want a small additional supply for the first aid kit or your kit can be part of your medicine chest.

Keep items in an easy to carry **zippered bag or secure box** away from children’s reach.

**Check the kit** often and **replenish or replace** items as necessary.

Make a plan and time line for purchasing needed supplies so it does not hurt the pocketbook in a one-time buying spree. If you **plan ahead**, you can look for and purchase items as they go on sale.
It is recommended that your first aid kit can contain the **supplies** we talked about on previous slides. *(Trainer: Ask group to list some such as a thermometer, scissors, plastic gloves, assorted bandages, sterile gauze, adhesive tape, safety pins, and a cold pack for swelling. After a few have been named, say something like, “Great” and continue.)*

The kit should also contain **cleansing materials**, **ointments** such as antiseptics and anti itch and over-the-counter **medications** appropriate for your family.

It is also a good idea to have a first aid manual, **information about you and your families’** prescriptions and health conditions and emergency phone numbers.

**Personalize** your kit. Be sure and include any items necessary for you or your families’ **special conditions** such as emergency supplies for a diabetic or someone with heart problems.

Different sources will give you different recommendations for what should be in your kit. Know what is necessary for you and your family. Here is a list of items recommended by the Department of Homeland Security, Ready.gov. *(Trainer: Give out handout – Ready America First Aid Kit)*
You should have a home disaster supply kit in case of a hurricane or other disasters. This kit will also come in handy in the event you are sheltering at home.

When preparing for an emergency, the Department of Homeland Security reminds us to think first about the basic survival needs of fresh water, food, clean air and warmth.
Emergency Supplies

- Water
- Non perishable food and drinks
- First aid kit
- Medicines and prescription drugs
- Special needs supplies
- Back up communication

Note to trainer: This slide is animated. You can ask, “What supplies do you think are necessary to have on hand?” You can use the slide to summarize responses.

The Florida Division of Emergency Management offers a list of supplies to include in your family disaster supply kit. We will highlight some that would be important in the event of a pandemic and will give you a handout with their full recommendation.

Ideally you should store a week supply of water, non perishable food and drinks including drinks with electrolytes to prevent dehydration. We talked about your first aid kit and the importance of having a supply of necessary medications. We also talked about special foods or items you need for babies, young children, elders or persons with chronic illness or disabilities. Note to trainer: If you did not discuss special considerations in earlier modules, you can include information here.

Electricity may not be affected during a pandemic, but it is still important to include items for emergency backup and communication such as flashlights, batteries, battery operated radios and a telephone that is not cordless and plugs directly into the phone outlet.

Make a plan and time line for purchasing needed supplies so it does not hurt the pocketbook in a one-time buying spree. If you plan ahead, you can look for and purchase items as they go on sale. Note to trainer: Give out handout-Supplies Calendar Example.

Trainer: Use the “get ready” crossword puzzle at this time.
Unit 6 – Staying Informed

**Purpose:** To determine if course objectives have been met, if the group has learned what you wanted them to learn, and to leave the group with a plan of action and additional resource information.

**Objectives:** Upon completion of this unit participants should be able to:

1. Explain at least three things they have learned.
2. Name one to two local agencies where they can get additional training or assistance.
3. List at least three resources they can use to get more information.

**Procedure:** This unit is presented using PowerPoint slides 82-92.

The unit contains the following modules. Each begins with a new PowerPoint slide. Additional procedural information such as suggested handouts may be included in the slide speaker notes pages:

   6.1 Introduction (PP 82-83)
   6.2 Community resources (PP 84-86)
   6.3 Additional information and training resources (PP 87-90)
   6.4 Summary, questions and answers (PP 91-92)

**Suggested Activities:**

At the end of the session have the letters A-Z (or selected letters) pre written on the board or flip chart. Tell participants you want to summarize their learning A-Z. Ask participants to *shout out* words or things they learned beginning with any of the letters. Tell them you will write the first word shouted out for each letter with the goal to get a word for each letter. If the group is hesitant to begin, shout out a word as an example such as *Emergency* phone number. If the group slows down during the shout out, offer a suggestion like, what about *Pandemic*. End the game when all letters are completed or the game has slowed by saying something like, “wow, we have covered quite a lot. You may even think of more after you leave.”

An option for the A-Z “Shout Out” exercise would be to hand persons a paper at the beginning of the training with a letter on each row of the paper from A-Z. Tell participants to keep the paper handy and the first time they hear a health care related word or concept during the training that begins with the letter, they should *quietly* write the word next to the letter. At the end of the training you can ask persons to “shout out” what they wrote for the letters. The person who has the most letters completed would win a gift.
Materials:

- Flip chart and markers
- Computer projector and screen for PowerPoint presentation
- Presentation handout notes – print from PowerPoint presentation
- Shout Out A-Z word list – copy included in appendix
- For More Information handout - copy included in appendix
- Training Evaluation - sample included in appendix
- Local handouts such as local phone lists or training schedules

Estimated Time: 30 minutes. May take longer if there are extensive questions.

Notes to Trainer: Some training target groups may not be as familiar with or as comfortable using the computer for research as others. Know your audience and keep this in mind when presenting the Web sites of interest slides in Module 6.3. If this is the case, you can place more emphasis on other resources and discuss Web sites briefly. You do not want to frustrate or overwhelm training participants who are unfamiliar with computers. Let participants know that a librarian or other family member might be able to help them use the internet resources.

If you do not want to use the Web sites of interest slides for a particular trainee group, you can adapt your PowerPoint presentation. To do this, open the PowerPoint presentation in “Slide Sorter” view. You can click on the slide you want to move and drag it to the end of the presentation. You can move the slides back to use with another training session. It is a good idea to save revised files with a new name or date. You can also delete the slides and rename the presentation for your particular training. See Using the PowerPoint Slides to Guide Your Discussion in the Trainer Tips section of this Training Manual.

Training summary and closing statements will need to be adapted to reflect the specific training scenario, training audience and modules selected.

Resources: See bibliography and resource list at the end of the training guide.

Notes:
**Unit 6 – Staying Informed Presentation**

**Presentation Overview**

This is an overview of Unit 6 slides. You can use this form to help plan your training and to make notes to assist you in presenting the training. Notations could include information such as which slides to use or delete, when to give handouts etc. Following the slide overview section are the **notes page views** of the PowerPoint presentation containing sample speaking points.

<table>
<thead>
<tr>
<th>Slide</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slide 82</td>
<td><img src="image" alt="Home Care Project" /></td>
</tr>
<tr>
<td>Slide 83</td>
<td><img src="image" alt="Stay Informed" /></td>
</tr>
<tr>
<td>Slide 84</td>
<td><img src="image" alt="Community Resources" /></td>
</tr>
<tr>
<td>Slide 85</td>
<td><img src="image" alt="Neighborhood Power" /></td>
</tr>
</tbody>
</table>

This slide is animated
<table>
<thead>
<tr>
<th>Slide</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Slide 86 | **Important Phone Numbers**  
- 211  
- 511  
- 711  
- Emergency Information Hot Line  
  - Local  
  - Florida 1-800-342-3557  
  - Family, friends and neighbors |
| Slide 87 | **Community Training**  
- American Red Cross  
- Local Hospital  
- American Heart Association  
- Emergency Management Office  
- Community College |
| Slide 88 | **Web Sites of Interest**  
- Be cautious  
- Consider the source  
- Check the date  
  - .gov  
  - .edu  
  - .org  
  - .com |
| Slide 89 | **Web Sites of Interest**  
- www.cdc.gov  
- www.hhs.gov/flu  
- www.pandemicflu.gov  
- www.floridadisaster.org  
- www.ready.gov |
| Slide 90 | **Web Sites of Interest**  
- www.familydoctor.org  
- www.healthfinder.gov  
- www.kidshealth.org  
- www.mayoclinic.com |
<table>
<thead>
<tr>
<th>Slide 91</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What Should I Do Next</strong></td>
<td></td>
</tr>
<tr>
<td>• Review what you have learned</td>
<td></td>
</tr>
<tr>
<td>• Be prepared</td>
<td></td>
</tr>
<tr>
<td>• Check your home</td>
<td></td>
</tr>
<tr>
<td>• Check your supplies</td>
<td></td>
</tr>
<tr>
<td>• Take more training</td>
<td></td>
</tr>
<tr>
<td>• Tell others</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Slide 92</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thank You</strong></td>
<td></td>
</tr>
<tr>
<td>• For taking this first step to ensuring the health and safety of yourself and your community</td>
<td></td>
</tr>
<tr>
<td>• Please complete the evaluation</td>
<td></td>
</tr>
</tbody>
</table>
A lot of material and information has been presented to you.

There is no way we could talk about everything you need to know in the short time we have had together.

I do hope we provided the basic information you need to help you in a health care emergency and hope that you are inspired to develop or update your emergency plans and to seek additional information and training.

Let us talk about where you can get more information and what your next steps should be in preparing yourselves and your families.
We will talk about local community agencies and other resources that can help prepare you, provide you information and help you stay informed.

It is key during an emergency event to stay as informed as possible as to what is happening. The media will keep you informed of how the emergency is progressing. It will tell you when it is safe to leave the home. It will provide any special local telephone hotlines, emergency numbers or Web sites.

During an influenza pandemic, you will probably have power so you can listen to the radio and television. For other emergencies or when power is out it will be important to make use of the back up emergency equipment we talked about earlier.

Note to trainer: If you did not include the Module on Preparation and Planning – emergency supplies, you will need to mention battery operated radios, NOAA weather radios etc at this point.
Community Resources

- Health Department
- Area Agency on Aging
- Community or Senior Center
- Faith-Based Organization
- Emergency Management Office

Note to trainer: This is an animated slide that can be adapted to be more specific for local training.

This community has many resources where you can get information, services, assistance or training before or after an emergency. Can you think of any? (Ask participants and use the slide to summarize.) Agencies include County Health Departments that provide public health services. Most services are available at no charge or for a small fee based on your income. Note to trainer: List some services your county health department or agency provides, like immunizations, etc.

Area Agencies on Aging designated by the Department of Elder Affairs coordinate and administer local in-home and community programs and services for elders and their caregivers such as information, meal delivery, homemaker, etc. They may also provide first response in a local emergency. To be connected call 1-800-96ELDER.

Community Centers are public places where persons gather for group activities, social support, information and other purposes. They may be open to the whole community or to a specialized group within the greater community.

Senior Centers are community sites that offers older individuals health, social, nutritional, educational and recreational programs and services. Local faith-based locations like churches, synagogues and mosques can also be an excellent source of information and services.

During an emergency you may not be able to reach these agencies for assistance so it is important to know that this community has a local emergency management office. (Trainer: provide local contact information.)
When we talk about community resources, we cannot forget the important resource of your community of family, friends and neighbors.

Like a neighborhood crime watch, your family, friends and neighborhood can be an excellent resource of **information and assistance** before, during and after an emergency.

Some neighborhoods are establishing emergency response preparedness programs.

Does your community have a **neighborhood organization**?

Have they met and discussed **emergency response planning**?

Have you met with your family, friends and neighbors to plan how you can work together?

Have you shared emergency contact information with your family, friends and neighbors?

Did you know that some communities have a Community Emergency Response Team (CERT) made up of citizen volunteers who are trained to provide assistance following a disaster? They work with local agencies in any way they can help.

*Note to trainer: Find out if the community you are training in has an active CERT*

www.floridadisaster.org/bpr/Preparedness/CERT/CERT_Page.htm
Important Phone Numbers

- 211
- 511
- 711
- Emergency Information Hot Line
  - Local
  - Florida 1-800-342-3557
- Family, friends and neighbors

Know the phone numbers in your community that can provide information and keep you informed during a health care emergency.

Note to trainer: Abbreviated dialing codes are not available everywhere. Determine if these numbers are used in the community where you are training and adapt your training accordingly. Cross reference with Module 5.1 Introduction - Emergency Phone Numbers.

Note: 311 is another # that is limited but gaining popularity as a non emergency police and government agency service line. If you are training in an area that uses this system such as Miami-Dade or Orange County add this to your training.

211 is a connection to community information and referral services.
511 is an automated traffic and transportation information line.
711 is a telephone relay service used for communicating with persons with hearing or speech impairments. It allows persons with access to text telephones (TTY/TDD Telecommunication Devices for the Deaf) to communicate with persons who do not have these devices (and visa versa).

Is there a local emergency hot line number in this community? (Trainer: does the community or local emergency management office have a hotline number If so, add information about that here).

The Florida Emergency Information Line is a hotline activated only at the time of an emergency to provide current emergency or disaster information (1-800-343-3557). When not activated you will hear a recorded general message.

And of course your family contacts, friends and neighbors can help you stay informed and stay in touch. Trainer ask group: Are there other phone numbers in this community that would help you stay informed, such as a local weather hotline?
The community agencies we talked about may offer valuable training that could prepare you and your family for a health care or other emergency.

Other agencies also schedule and conduct training for the public. Watch your newspaper for announcements of these trainings or contact the agencies directly to find out about their training and schedules.

*Note to trainer: Find out about course training availability and schedules for the community and provide this information to trainees. Also provide local phone numbers for agencies discussed.*

Classes in basic first aid and cardiopulmonary resuscitation (CPR) can be very helpful. The local **Red Cross** offers first aid and CPR classes for the public.

Your local **hospital** and **American Heart Association** chapter may provide training.

Check with your local **Emergency Management Office** to see if they are offering any community preparedness courses.

What about the Community College or other schools that have adult education programs?

*Ask trainees: Can you think of any other local training resources?*
Throughout this training, we talked about the importance of being informed, resources for more information and Internet sites. You do not need to write these down because you will get a handout with a list of resources.

If you do not have access to a computer in your home, you can probably use one at a library or senior center. There are many Internet sites that provide important and helpful information. But be cautious. Some information on the internet may be inaccurate or out of date. This could be harmful to you.

It is important to check the source of the information and when it was written. Make sure you think about the source before following any advice. Information on the Internet can be a great resource and starting place. But it can also be confusing. Let the Internet be a step in your research and learning, but it is a good idea to check with a health care professional before following any advice.

Look for sites that end in .gov for a government web site or .edu for an educational institution. Non profits or scientific or research organizations usually end in .org. A site that ends in .com is a commercial site. There are some commercial sites with excellent, helpful information but be aware it may belong to a company offering advice promoting its own products.

Remember, consider the source by looking for the “Who we are” or “About us” information on the site.
Web Sites of Interest

- www.cdc.gov
- www.hhs.gov/flu
- www.pandemicflu.gov
- www.floridadisaster.org
- www.ready.gov

Note to trainer: Present this slide faster by mentioning the Web sites and telling participants they can read about them on the resource list.

Excellent sites with information on the Flu and Emergency Preparation include:
www.cdc.gov, the U.S. Department of Health and Human Services Center for Disease Control and Prevention Web site with information on Health and Safety, Publications and Products and Data and Statistics. You can sign up for email updates.

www.hhs.gov/flu, the U.S. Department of Health and Human Services Web site which provides information on seasonal flu and links to other flu information.


www.floridadisaster.org, the Florida Division of Emergency Management Web site with a variety of disaster information including links to citizen emergency information and disaster readiness tips.

www.ready.gov, the official Web site of the Department of Homeland Security containing information on preparing, planning and staying informed for different types of emergencies. It has special information for elders and persons with disabilities.
The resource list has more references for influenza and emergency preparation along with sites for health care and first aid information.

A few health care sites suggested by the Medical Library Association are:

- familydoctor.org
- healthfinder.gov
- kidshealth.org
- mayoclinic.com

You can read about them on your resource handout.

*Give participants Handout “For More Information.”*
What Should I Do Next

- Review what you have learned
- Be prepared
- Check your home
- Check your supplies
- Take more training
- Tell others

No one knows what the future holds but the more you know and the better prepared you are, the better able you are to handle any emergency.

Please do not stop with what we shared today.

**Review** and think about what we talked about.

Begin by reviewing or creating your family disaster **plan** and emergency kit.

Go **home and check** for potential accident hazards.

Check your **first aid kit and medicine chest** and update them as necessary.

Sign up for **more training** and classes and **encourage your friends and family** to take training or to get more information.

*Note to trainer:* This is where you can either do a quick summary of what has been learned or conduct the summary “shout out” activity suggested in the training manual.

Ask if there are any questions before moving to the closing slide.
Thank You

• For taking this first step to ensuring the health and safety of yourself and your community

• Please complete the evaluation

Note to trainer: Thank participants for attending and for their participation. Make sure you have given out all handouts and any promotional supplies or materials. Remind them that this is training has been a good first step in their preparation for sheltering at home.

Ask participants to complete the training evaluation to help you ensure the training and materials are of value and to help improve the training.

Add your local contact information on the slide if appropriate.
These sites are provided for information only. Their inclusion does not constitute endorsements by the Florida Department of Health. The department does not advocate or have any financial interest in organizations which sell materials or charge for membership. The department makes no representation or warranty regarding the accuracy, reliability, completeness or timeliness of information contained in these resources. Information contained on these sites might be subject to copyright and licensing restrictions. It is the user’s responsibility to secure any necessary permission for the use or reproduction of materials contained on these sites.

**Training Resources - General Information**


www.astd.org – Web site for the American Society of Training and Development Association dedicated to workplace learning and performance professionals. The site provides links and information on research, professional development, networking and training publications.

www.eric.ed.gov - Education Resources Information Center sponsored by the U.S. Department of Education, Institute of Education Sciences. The Web site provides free access to more than 1.2 million bibliographic records of journal articles and other education related materials. Many of the references have links to the text.

www.ispi.org – Web site for the International Society for Performance Improvement an international association dedicated to improving productivity and performance in the workplace.

www.microsoftoffice.com - Commercial Web site of Microsoft Corporation. The site contains help and technical information and support for Microsoft products including PowerPoint.

**Training Resources - Persons with Disabilities**


www.disabilityinfo.gov - Federal government's one-stop Web site for information of interest to people with disabilities, their families, employers, service providers and others. The site contains a link to
http://www.nawcwd.navy.mil/~hrd/eeo/trainingchecklist.htm, a useful accessibility checklist for trainers and meeting planners put together by the Naval Air Warfare Center Weapons Division.

www.health.state.ny.us/nysdoh/prevent/main.htm - State of New York, Department of Health Web site on disability and health. Contains information and brochures including ones on planning accessible events and communicating with and about people with disabilities.

Content Resources - Government or not-for-profit

http://eden.lsu.edu – The Extension Disaster Education Network is a collaborative multi-state effort by Extension Services across the country to improve the delivery of services to citizens affected by disasters. The site serves primarily Extension agents and educators by providing them access to resources on disaster mitigation, preparedness, response and recovery.

http://www3.niaid.nih.gov/news/focuson/flu - Focus on the Flu feature page of the National Institute of Allergy and Infectious Diseases Web site that provides access to a variety of information on seasonal and pandemic flu. Included are descriptions of NIAID-supported research projects; color illustrations; news releases; publications; NIAID congressional testimony; and Web links.

www3.doh.wa.gov/here/default.html - A clearinghouse of public health education and health promotion projects, materials and resources in the State of Washington. This web site is designed to help community health professionals share their experience with colleagues around the state. The site contains camera ready posters, brochures and educational materials.


www.cdc.gov/ncidod/sars - U.S. Department of Health and Human Services Center for Disease Control and Prevention site for information on Severe Acute Respiratory Syndrome.

www.cdc.gov/ncipc - U.S. Department of Health and Human Services Center for Disease Control and Prevention, National Center for Injury Prevention and Control. The site contains information on injury topics and fact sheets including information for special population groups. You can order or print brochures and publications.

www.consumer.gov – A resource for consumer information from the federal government. The site contains extensive links to resources of information of interest to consumers including health and influenza issues along with special health tips for Elder Care.

www.doh.state.fl.us/disease_ctrl/immune/flu/index.htm - Florida Department of Health, Bureau of Immunization Web site with information and links to resources on the flu including printable posters and a listing of locations where persons can get immunized.

www.doh.state.fl.us/Family/School/handwashing/wash_hands.html - Florida Department of Health, Bureau of Family and Community Health, School Health Services Program Web site on the importance of hand washing and links to other materials and resources for illness prevention and dealing with influenza. You can print posters and other training materials.

www.familydoctor.org – Web site with health information on a variety of health conditions from the American Academy of Family Physicians. The site includes a dictionary of common medical terms, drug information a search by symptoms and a first aid guide.


www.fda.gov/medsinmyhome - Medicines in My Home is an interactive and educational program about the safe and effective use of over-the-counter medicines. This program was developed by the Food and Drug Administration with Maryland’s Montgomery County Public School system and in cooperation with the National Council on Patient Information and Education. The site contains a teacher’s kit with PowerPoint slides, speaker notes, training outline and other information and resources.

www.fda.gov/usemedicinesafely – U.S. Department of Health and Human Services, Food and Drug Administration link to consumer education materials on over-the-counter
medical. The link contains instructions for ordering or downloading printable resources including brochures, pamphlets, fact sheets and public service announcement.

[www.fifionline.org/disaster_planning.htm](http://www.fifionline.org/disaster_planning.htm) - Florida Institute for Family Involvement Web site with information on disaster planning, response and recovery for families of children and youth with special health care needs. The site includes a disaster planning guide and a Emergency Information Sheet for children.

[www.fpicn.org](http://www.fpicn.org) – Web site of the Florida Poison Information Center Network. The site contains links to, news alerts, topics of interest and related e-government services and regional poison control centers that have information for consumers such as [www.fpicjax.org](http://www.fpicjax.org). You can call for or download educational brochures, poison patrol checklists and obtain free prevention materials such as emergency phone stickers.

[www.floridadisaster.org](http://www.floridadisaster.org) – Florida Division of Emergency Management Web site with a variety of disaster information including links to citizen emergency information and disaster readiness tips, [www.floridadisaster.org/citizen_emergency_info.htm](http://www.floridadisaster.org/citizen_emergency_info.htm) and a family disaster planning Web site, [www.floridadisaster.org/family](http://www.floridadisaster.org/family).


[www.homesafetycouncil.org](http://www.homesafetycouncil.org) – Web site of the Home Safety Council a national non profit organization dedicated to preventing home injuries. The site contains information and materials that can assist persons in protecting their families such as a safety checklist and a downloadable “Guide for Grownups.” The site contains resources for families and teachers.

[www.hhs.gov/flu](http://www.hhs.gov/flu) - U.S. Department of Health and Human Services Web site which provides information on seasonal flu and links to other flu information. The site contains educational materials including printable flyers and posters in English and Spanish and fact sheets in other languages.

[www.kids.gov](http://www.kids.gov) – Web site that is a gateway to other information and learning games for children including health and safety information.

[www.kidshealth.org](http://www.kidshealth.org) – Web site of the Nemours Foundation devoted to improving the health of children. The site contains reader friendly information and materials about children’s health and development for parents, kids and teens. The site includes first aid safety information and “refrigerator ready” printouts. There is also a section for teachers and a link to sign up for newsletters.

[www.medlineplus.gov](http://www.medlineplus.gov) - A Web site service of the U.S. National Library of Medicine and the National Institutes of Health. MedlinePlus will direct you to information to help
answer health questions. MedlinePlus brings together authoritative information from NLM, the National Institutes of Health (NIH), and other government agencies and health-related organizations. The site provides easy access to medical journal articles, extensive information about drugs, an illustrated medical encyclopedia, interactive patient tutorials and latest health news.

www.mysafeflorida.org  MySafeFlorida.org is part of a multi-media public awareness campaign created to help citizens better protect themselves and their families in case of a terrorist attack. The campaign is a joint effort of the: Florida Department of Agriculture and Consumer Services; Florida Department of Community Affairs – Division of Emergency Management; Florida Department of Health; Florida Department of Law Enforcement, and; Florida Regional Domestic Security Task Force. The site contains general information on preparing for a disaster.

www.nihseniorhealth.gov  – A National Institutes of Health Web site with information for older adults developed by the National Institute on Aging and National Library of Medicine.


www.ready.gov  – Official Web site of the Department of Homeland Security. The site contains information on preparing, planning and staying informed for different types of emergencies. Has special information for elders and persons with disabilities. The site contains a link for ordering or downloading all of their publications, including teaching resources. www.ready.gov/america/publications/allpubs.html

www.redcross.org  – Official Web site of the emergency response organization with the mission to help people prevent, prepare for and respond to emergencies. The site contains considerable information in English and Spanish on training including first aid, disaster relief and health and safety. Site contains a link to educational information on pandemic flu www.redcross.org/news/ds/panflu. You can sign up for email news and updates.
Content Resources - Commercial

http://healthresources.caremark.com – Caremark, Inc. Web site that contains health information and interactive games and quizzes. The site includes a Self-Care Center and a First Aid Center with basic information for numerous illnesses and emergencies.

www.emedicinehealth.com – Consumer Web site owned and operated by WebMD. Among other health and medical information, the site contains articles and information on First Aid and Emergencies.

www.flufacts.com – Web site by Roche Laboratories that provides, information, facts and treatment options for the flu. You can sign up for email flu alerts.

www.mayoclinic.com - Health information Web site to help persons manage health. Information is provided in more than 35 disease and lifestyle categories. The site includes a first aid guide to handle medical emergencies. It also contains health tools such as self assessments, quizzes and videos.

www.talktothefifthguy.com - Web site for the Department of Health statewide media campaign to encourage Floridians to make a habit of hygienic behaviors. Has information on hand washing, cough and sneeze etiquette and preventing the spread of colds and flu.

www.webmd.com – Health information Web site of WebMD Inc. The site contains health information, tools for managing health and support to those who seek information. The site uses an Independent Medical Review Board to continuously review the site for accuracy and timeliness. The site contains a link for A-Z first aid information www.firstaid.webmd.com. You can sign up for WebMD newsletters.
Bibliography


Roche Laboratories, About Influenza. www.flufacts.com (21 February 2007)


Sample Training Materials

This section contains sample materials that can be used in developing and conducting local training.

**Marketing Flyer** – This sample contains wording to assist you in developing local promotional materials. It includes basic information like where, when and why. It also includes contact and accessibility information. Make sure to include such information as required pre registration or limited seating. Marketing materials should be easy to read and grab the intended audience’s attention.

**Agenda** – This sample contains an agenda which is for an abbreviated training and covers only some of the available training modules.

**Managing Symptoms – Sample Discussion Scenarios** – This is a sample of case studies that can be used for group discussion along with possible discussion comments. Trainers can develop other scenarios or may adapt these to better fit training modules selected or local issues.

**General Care Activities Pre-Post Test** - This is a sample of a test that can be used to help determine if the participants met the objectives of the Unit. Questions on the test can be changed to reflect topics covered in the training or significance to the target audience.

**Medicine Chest Game** – This contains a list of words that can be used for the suggested activity in Module 5.3. The list is provided to give ideas and assist in the development of the exercise. Trainers can build on the list or select words appropriate for the designed training.

**Training Evaluation** – This is a sample evaluation that can be used to determine the effectiveness of the training. The evaluation can be adapted to evaluate particular learning objectives.
Are you ready to shelter at home?

What if there was a public health emergency and medical help was hard to get?

What if there was a public health emergency and you were asked to stay at home?

Join us for an informational training session on Home Care

Friday August 10, 2007
9:00 a.m. till 12:30 p.m.
Sunshine County Health Department
1234 Palm Tree Lane

- Learn the difference between a Cold and the Influenza (flu)
- Learn the difference between the Seasonal flu and a Pandemic
- Learn how to manage symptoms and provide basic health care
- Learn how to prevent and prepare for health care emergencies
- Learn about resources in your community

Space is limited
Please register by calling 555-5555 or by email to someone@myhealthdept.gov.
Persons needing special accommodations to attend this event should contact Ms. Jones at 555-5555 (voice or TTY) at least three days in advance of the training.

Sponsored by the Florida Department of Health, Office of Public Health Nursing

Add Logo
<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 a.m.</td>
<td>Welcome and introductions</td>
</tr>
<tr>
<td>9:15 a.m.</td>
<td>Why is this training important?</td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>Is it a cold or influenza (flu)?</td>
</tr>
<tr>
<td>9:45 a.m.</td>
<td>How do I manage cold and flu symptoms?</td>
</tr>
<tr>
<td>10:30 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>10:40 a.m.</td>
<td>How do I care for someone who is sick?</td>
</tr>
<tr>
<td>11:15 a.m.</td>
<td>How can I prevent the spread of illness?</td>
</tr>
<tr>
<td>11:30 a.m.</td>
<td>How can I plan for a health care emergency?</td>
</tr>
<tr>
<td>12:00 p.m.</td>
<td>How can I learn more?</td>
</tr>
</tbody>
</table>
Managing Symptoms - Sample Discussion Scenarios

The following case studies are provided for your group discussion. Trainers may adapt these to better fit training modules selected or local issues.

Scenario 1

Mr. Jones, age 65 and normally in excellent health was feeling fine in the morning when he got up. As lunchtime approached he started feeling very tired and achy. He told Mrs. Jones he felt like he had been hit by a truck. Mrs. Jones felt his head and told him that he “felt warm.” She took his temperature and it was 100. He told his wife he did not want to eat lunch that he was just going to go lie down for a few minutes and that she should wake him up in a half hour before he had to go to his Kiwanis Club meeting.

What should Mrs. Jones do?

Scenario 2

Mary Smith, age 10 was playing in the house when her mother heard her coughing. Mrs. Smith asked her daughter if she was ok and she said she felt fine. Later that night Mary was sneezing and told her mother her nose was stuffed. She complained that she could not sleep because she could not breathe and her throat was hurting. Mrs. Smith felt her head and told her daughter it did not feel like she had a fever.

What should Mrs. Smith do?

Scenario 3

Bob Williams, age 32 came home after eating out with friends. About an hour later his stomach started hurting. A little while later he started feeling queasy and had a sudden urge to use the bathroom. He found himself vomiting and with diarrhea. He thought if he ate something it would make him feel better so he ate the left over taco in the refrigerator. As soon as he finished he again vomited.

What should Mr. Williams do?
Discussion Scenarios - Following are some comments or actions that might come up during the discussion of the scenarios. These comments are not all inclusive. Trainer can add additional notes of comments they have or that come up during training sessions.

General Discussion:

For these and all symptom scenario discussions, there are some basic guidelines to follow. Even though some of these activities may not be discussed with trainees until you present Unit 3 (General Care Activities) and Unit 4 (Prevention) it is a good idea to bring them up during this exercise.

1. If a condition worsens or persists, notify your doctor.
2. When not feeling well, you could have a contagious illness. Stay home, limit your contact with others and do not share personal items (toothbrushes, drinking cups, etc.)
3. Practice good hygiene (good hand washing, disposal of used tissues, cover your cough, etc.)
4. Follow package directions with over-the-counter medicines or home remedies.

Scenario 1

Mr. Jones, age 65 and normally in excellent health was feeling fine in the morning when he got up. As lunchtime approached he started feeling very tired and achy. He told Mrs. Jones he felt like he had been hit by a truck. Mrs. Jones felt his head and told him that he “felt warm.” She took his temperature and it was 100. He told his wife he did not want to eat lunch that he was just going to go lie down for a few minutes and that she should wake him up in a half hour before he had to go to his Kiwanis Club meeting.

What should Mrs. Jones do?

1. He should be monitored carefully as these symptoms can lead to serious illness, especially in older persons.
2. Monitor his temperature and consider a fever reducer that he usually takes or on the advice of his doctor.
3. Consider a pain reliever to help relieve his aches and pains.
4. Offer fluids frequently to prevent dehydration.
5. Keep him at home and make sure he gets rest.
6. Notify his physician if symptoms persist or worsen and follow the doctor’s advice.

Scenario 2

Mary Smith, age 10 was playing in the house when her mother heard her coughing. Mrs. Smith asked her daughter if she was ok and she said she felt fine. Later that night Mary was sneezing and told her mother her nose was stuffed. She complained that she
could not sleep because she could not breathe and her throat was hurting. Mrs. Smith felt her head and told her daughter it did not feel like she had a fever.

What should Mrs. Smith do?

1. Take her temperature and if her temperature elevates, give her a fever reducer other than aspirin.
2. Administer decongestant if nasal stuffiness persists or worsens.
3. She should be monitored carefully to see if a fever develops or gets higher or if the sore throat gets worse.
4. If possible, check her child’s throat to see what it looks like and report to the doctor.
5. She could try home remedies to help make her child feel better. Like chicken soup, tea with honey, hard candy to suck on, a humidifier or gargling with warm salt water.
6. She should make sure her daughter drinks lots of fluids.
7. Limit the child’s contact with other family members, if possible.
8. Follow up with the doctor if the symptoms persist or get worse.

Scenario 3

Bob Williams, age 32 came home after eating out with friends. About an hour later his stomach started hurting. A little while later he started feeling queasy and had a sudden urge to use the bathroom. He found himself vomiting and with diarrhea. He thought if he ate something it would make him feel better so he ate the left over taco in the refrigerator. As soon as he finished he again vomited.

What should Mr. Williams do?

1. Monitor his condition to observe for bloody diarrhea and signs of dehydration (rising temperature, dry skin, extremely dry mouth)
2. Try ice chips a couple of hours after vomiting stops.
3. If tolerated, slowly move to very small amounts of clear liquids (ice pops, sprite, ginger ale, etc.)
4. After a few hours, if clear liquids are tolerated, advance to a bland diet (dry toast, crackers, BRAT diet etc.)
5. If the bland diet is tolerated, add other foods slowly avoiding caffeine, spicy foods, dairy products and fatty foods.
6. Follow up with the doctor if symptoms worsen or if there is no improvement in 24 hours.
1. What do you call a thermometer that takes a temperature by putting it in the ear?
_____________________________________________________________________

2. What does it mean when you hear, “it is an over-the-counter medicine?”
_____________________________________________________________________

3. How do you know what ingredients are in an over-the-counter medicine?
_____________________________________________________________________

4. What are some reasons you would use an over-the-counter medicine?
_____________________________________________________________________

5. Why could it be a problem to take an aspirin and a cold medicine at the same time?
_____________________________________________________________________

6. What do you call it when someone does not have enough fluid in their body?
_____________________________________________________________________

7. If someone is sick and does not want to eat, what should you do?
_____________________________________________________________________

8. What kind of drinks or fluids should you not take if you are sick?
_____________________________________________________________________

9. Is it ok to give a child an aspirin if they have a fever?
_____________________________________________________________________

10. What should you be aware of when you take more than one medication to treat an illness?
_____________________________________________________________________

Pre-Post Test Sample Answers - These are sample answers to the pre test. Correct answers can be variations of these responses.

1. What do you call a thermometer that takes a temperature by putting it in the ear?
   ___ Tympanic ________________________________

2. What does it mean when you hear, “it is an over-the-counter medicine?”
   ___ That you can buy it without a prescription ____________________________

3. How do you know what ingredients are in an over-the-counter medicine?
   ___ Read the label or Ask the pharmacist _____________________________

4. What are some reasons you would use an over-the-counter medicine?
   ___ Reduce fever, reduce pain, for allergies, stop a cough, relieve a stuffy nose. These are some common examples, participants will probably have others ____________________________

5. Why could it be a problem to take an aspirin and a cold medicine at the same time?
   ___ The cold medicine may also contain aspirin and you would get more than you need and more than is good for you. _________________________________

6. What do you call it when someone does not have enough fluid in their body?
   ___ Dehydration _____________________________________

7. If someone is sick and does not want to eat, what should you do?
   ___ Make sure they stay hydrated by offering fluids frequently such as broths, soups, ginger ale, sports drinks, electrolyte drinks, ice chips, popsicles etc. ____________________________

8. What kind of drinks or fluids should you not take if you are sick?
   ___ Alcohol and caffeinated drinks like coffee, tea or cola as these can be dehydrating. ________________________________

9. Is it ok to give a child an aspirin if they have a fever?
   ___ No, not unless a doctor tells you to. Has been known to cause Reyes disease. ____________________________

10. What should you be aware of when you take more than one medication to treat an illness?
    ___ Drug or medicine interactions. ____________________________
**Medicine Chest Game**

Following are a list of words that can be used in Module 5.3 for the Medicine Chest Game. Words or pictures of them can be placed on sticky notes or index cards. This list is provided to give you ideas and assist you in developing your exercise. Next to the word is an example of why the item should or should not be in the medicine chest. Trainers should select words appropriate for the designed training. Trainers can build on this list.

<table>
<thead>
<tr>
<th>Item</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antiseptic wipes</td>
<td>Or other cleansing agent like soap to disinfect</td>
</tr>
<tr>
<td>Aspirin</td>
<td>For heart attack, stroke, pain or fever</td>
</tr>
<tr>
<td>Band aids</td>
<td>To protect wounds</td>
</tr>
<tr>
<td>Blood pressure monitor</td>
<td>If prescribed to monitor blood pressure</td>
</tr>
<tr>
<td>Burn ointment</td>
<td>To prevent infection</td>
</tr>
<tr>
<td>Bug spray</td>
<td>No this may be poison but can have insect repellent</td>
</tr>
<tr>
<td>Calamine lotion</td>
<td>For itchy rashes</td>
</tr>
<tr>
<td>Cell phone</td>
<td>Good to have for emergencies but kit may not be the most practical place to keep it</td>
</tr>
<tr>
<td>Clorox</td>
<td>No, store all chemicals away from medicines and out of reach of children.</td>
</tr>
<tr>
<td>Comet</td>
<td>No, this is a cleanser and should not be stored with medicines</td>
</tr>
<tr>
<td>Cortisone cream</td>
<td>For anti itch, anti inflammatory</td>
</tr>
<tr>
<td>Cough medicine</td>
<td>Cough suppressant to relieve coughing</td>
</tr>
<tr>
<td>Drano</td>
<td>No, store all chemicals away from medicines and out of reach of children.</td>
</tr>
<tr>
<td>Emergency phone numbers</td>
<td>Yes</td>
</tr>
<tr>
<td>Flashlight</td>
<td>May be needed if electricity is out</td>
</tr>
<tr>
<td>Ice Pack</td>
<td>Unless this is an instant &quot;cold pack&quot; it belongs in freezer</td>
</tr>
<tr>
<td>Latex gloves</td>
<td>2 pair sterile gloves recommended. Be aware of latex allergies</td>
</tr>
<tr>
<td>Nitroglycerine</td>
<td>For heart problems but must be stored away from heat and moisture</td>
</tr>
<tr>
<td>Pad and pencil</td>
<td>For writing medical instructions</td>
</tr>
<tr>
<td>Peroxide</td>
<td>For disinfecting and cleaning wounds</td>
</tr>
<tr>
<td>Pez candy</td>
<td>Unless this is an emergency sugar source for someone who is diabetic, food should not be mixed with medicines</td>
</tr>
<tr>
<td>Rolled gauze</td>
<td>Especially good for hard to bandage wounds</td>
</tr>
<tr>
<td>Safety pins</td>
<td>For fastening large bandages</td>
</tr>
<tr>
<td>Scissors</td>
<td>For cutting bandages and tape</td>
</tr>
<tr>
<td>Soap</td>
<td>Or other cleansing agent to disinfect</td>
</tr>
<tr>
<td>Sun Screen</td>
<td>Good to have if you need to be outdoors</td>
</tr>
<tr>
<td>Syrup of Ipecac</td>
<td>There is controversy and different opinions of whether or not to have this at home. If you do use only if advised to by medical professional or poison control center</td>
</tr>
<tr>
<td>Item</td>
<td>Why</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>Thermometer</td>
<td>For monitoring fever</td>
</tr>
<tr>
<td>Tylenol</td>
<td>For pain and fever relief</td>
</tr>
<tr>
<td>Tums</td>
<td>Ok as an antacid for upset stomach, but tablets might be better stored away from bathroom</td>
</tr>
<tr>
<td>Tweezers</td>
<td>To remove splinters, pieces of glass</td>
</tr>
<tr>
<td>Vitamins</td>
<td>Ok, but pills might be better stored away from bathroom</td>
</tr>
</tbody>
</table>
# Home Care Training Participant Evaluation

<table>
<thead>
<tr>
<th></th>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>FAIR</th>
<th>POOR</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did the training increase your knowledge?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Did the content meet the stated objectives?</td>
<td></td>
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<tr>
<td>3. Was the content accurate and current?</td>
<td></td>
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<tr>
<td>4. Was the instructor effective in conveying the information?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5. Was the resource material adequate and useful?</td>
<td></td>
<td></td>
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<tr>
<td>6. Was the training meaningful and appropriate?</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>7. Was the time allocated adequate for the material presented?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Locations: ___________________________ Date _______________________________

8. What part of the training was most helpful? _____________________________________

9. What part of the training was least helpful? _____________________________________

____________________________________________________________________________

10. Was there something you wanted to hear more about?______________________________

____________________________________________________________________________

11. Do you have any recommendations to improve the training?

____________________________________________________________________________

____________________________________________________________________________

12. How likely are you to seek additional information?

____________________________________________________________________________
13. How likely are you to take additional training?

(Not Likely) 1 2 3 4 5 (Very Likely)

14. What additional training would you like? 

____________________________________________________________________________

____________________________________________________________________________

15. Other comments: 

____________________________________________________________________________

____________________________________________________________________________

For information on volunteering with the Medical Reserve Corp, please visit our web site at:

www.medicalreservecorps.gov

Thank you for your comments!
Sample Training Handouts

Unless otherwise noted, handouts referenced in the training units are included here for your information and use as appropriate for your training design and target group. Reproducible copies are included with your training notebook. Handouts provided in electronic form can be revised and adapted for local use. When revising handouts, be aware of any source credit information or copyright requirements.

Sample links are also provided to sites where you can obtain unit related handouts. The resource section in this training guide contains additional links to a variety of sites where you can order or download posters or publications that can be used in your training.

Trainers are encouraged to include any local program handouts with the Units.

Unit 1

Origami hat – Instructions for making a folded hat. This handout can be used for a pre training exercise.

A-Z Shout Out – This table can be used by participants throughout the training to be summarized as part of the suggested closing exercise in Unit 6.

Unit 2

Is it a Cold or the Flu? – Poster from the U.S. Department of Health and Human Services, National Institutes of Health and National institute of Allergy and Infections Diseases. The poster can be printed from www.hhs.gov/flu.


Pandemic Influenza Planning: A Guide for Individuals and Families – Not included in this manual. This document or portions of it would make an excellent handout to supplement your training. Note: This handout can be printed in PDF format from www.pandemicflu.gov/plan/individual/index.html. Links are also provided if you just want to print sections of the guide such as the Family Emergency Health Information Sheet, Emergency Contacts and Pandemic Flu Planning Checklist. Materials are available in a variety of languages.

Flu Shot Recommendations - A fact sheet from the Department of Health and Human Services, Centers for Disease control August 2006. Note: Immunization recommendations change. **Before using this handout, please visit** www.cdc.gov/flu **for updated information.**
Individual Instructional sheets - Not included in this manual are a series of fact sheets to help parents handle a variety of symptoms such as allergic reactions, burns, cuts, insect stings and nosebleeds. These can be printed at www.kidshealth.org.

First Aid for Poisonings – Not included in this manual is educational information with general first aid measures for what to do for a variety of poisoning situations such as by ingestion, by inhalation, by skin contact etc. This material can be printed at www.fpjax.org/firstaid.asp.

Unit 3

What’s on the Label – A copy and explanation of a nonprescription over-the-counter medicine label from the Food and Drug Administration. Copies can be printed or ordered at www.fda.gov/cder/consumerinfo/OTClabel.htm.

Glossary of Over-the-Counter Medicines – A series of definitions for common over-the-counter drug terminology used in the training.

Over-the-Counter Consumer Education – Not included in this manual are a variety of brochures, pamphlets, fact sheets and public service announcements which can be ordered from the Food and Drug Administration or printed at www.fda.gov/cder/consumerinfo/otc_all_resources.htm.

Teaching Resources for Safe use of Medicine – Not included in this manual are a variety of training materials including PowerPoint slides, booklets and exercises that reinforce and provide additional information about common medicines found in over-the-counter medicine products used to treat cough, cold, and allergy symptoms. Check for materials that can be printed from the Student, Consumer and Teachers room at www.fda.gov/medsinmyhome.

Unit 4

Wash your Hands Florida – An informational sheet from the Florida Department of Health, School Health Program, copies of this and other materials can be printed from www.doh.state.fl.us/family/School/handwashing/wash_hand.html.

Stop the Spread of Germs – A poster which emphasizes the importance of proper cough etiquette and hand washing. Copies of this and other related materials can be printed at www.cdc.gov/flu/protect/vovercough.htm.

What’s Wrong with these Pictures - A handout and answer sheet to use for the accident prevention exercise at the end of the unit. This exercise comes from the U.S. Fire Administration for kids’ parent teacher lesson plans at www.usfa.dhs.gov/kids.

Fall Prevention – Not included in this manual are fact sheets, brochures and posters on prevention for older adults that can be ordered or printed from [www.cdc.gov/ncipc/duip/fallsmaterial.htm](http://www.cdc.gov/ncipc/duip/fallsmaterial.htm).

Unit 5

First Aid Kid Checklist – Recommendations from the Department of Homeland Security for items to include in a home First Aid Kit. This and other information can be printed at [www.ready.gov/america/getakit/firstaidkit.html](http://www.ready.gov/america/getakit/firstaidkit.html).

Disaster Supply Kit - List of supplies, suggested by the Florida Division of Emergency Management, State Emergency Response Team, to include in a family disaster supply kit. This and other information can be printed at [www.floridadisaster.org/supplykit.htm](http://www.floridadisaster.org/supplykit.htm).

Supplies Calendar Example – A three month plan for purchasing emergency supplies. This calendar was developed for the Department of Health, Neighborhood Emergency and Preparedness Program.


Pandemic Flu Planning Checklist for Individuals and Families – Not included in this manual are Department of Health and Human Services, Center for Disease Control planning checklists including emergency contacts and supplies. These can be printed from [www.pandemicflu.gov/plan/individual/index.html](http://www.pandemicflu.gov/plan/individual/index.html).

Family Emergency Health Information Sheet – Not included in this manual is a Department of Health and Human Services, Center for Disease Control form for recording family health information. This can be printed from [www.pandemicflu.gov/plan/individual/index.html](http://www.pandemicflu.gov/plan/individual/index.html).

Persons with Special Needs and other emergency planning brochures – Not included in this manual is a variety of emergency planning publications including checklists brochures and information for persons with disabilities and special needs, elders and pets. These can be ordered or printed at [www.ready.gov/america/publications/allpubs.html](http://www.ready.gov/america/publications/allpubs.html).

Unit 6
For more information - A listing of resources to help trainees learn more about the flu, home care, first aid, preparing for emergencies and local training and help organizations.

Local Phone and Training Lists – Not included in this manual are locally developed handouts with resource contact information and information on training opportunities.
Follow these instructions to make your own hat.

1. Fold the paper in half. Keep the folded edge at the top.

2. Fold the corners so the edges meet to form two triangles.

3. Fold up one side of the bottom edge so it meets the bottom edge of the triangles.

4. Turn the paper over and turn the other bottom edge up to meet the edge of the triangles.
A-Z Shout Out

As you hear a health care training related word or topic that starts with one of these letters, write it down

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>A</td>
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<td>Y</td>
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<tr>
<td>M</td>
<td>Z</td>
<td></td>
</tr>
</tbody>
</table>
## Is It a Cold or the Flu?

<table>
<thead>
<tr>
<th>Symptoms</th>
<th>Cold</th>
<th>Flu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fever</td>
<td>Rare</td>
<td>Usual; high (100°F to 102°F; occasionally higher, especially in young children); lasts 3 to 4 days</td>
</tr>
<tr>
<td>Headache</td>
<td>Rare</td>
<td>Common</td>
</tr>
<tr>
<td>General Aches, Pains</td>
<td>Slight</td>
<td>Usual; often severe</td>
</tr>
<tr>
<td>Fatigue, Weakness</td>
<td>Sometimes</td>
<td>Usual; can last up to 2 to 3 weeks</td>
</tr>
<tr>
<td>Extreme Exhaustion</td>
<td>Never</td>
<td>Usual; at the beginning of the illness</td>
</tr>
<tr>
<td>Stuffy Nose</td>
<td>Common</td>
<td>Sometimes</td>
</tr>
<tr>
<td>Sneezing</td>
<td>Usual</td>
<td>Sometimes</td>
</tr>
<tr>
<td>Sore Throat</td>
<td>Common</td>
<td>Sometimes</td>
</tr>
<tr>
<td>Chest Discomfort, Cough</td>
<td>Mild to moderate; hacking cough</td>
<td>Common; can become severe</td>
</tr>
<tr>
<td><strong>Treatment</strong></td>
<td></td>
<td>Antiviral medicines—see your doctor</td>
</tr>
<tr>
<td>Antihistamines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decongestant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonsteroidal anti-inflammatory medicines</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prevention</strong></td>
<td></td>
<td>Annual vaccination; antiviral medicines—see your doctor</td>
</tr>
<tr>
<td>Wash your hands often</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avoid close contact with</td>
<td></td>
<td></td>
</tr>
<tr>
<td>anyone with a cold</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Complications</strong></td>
<td>Sinus congestion</td>
<td>Bronchitis, pneumonia; can be life threatening</td>
</tr>
<tr>
<td>Middle ear infection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asthma</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

U.S. Department of Health and Human Services  
National Institutes of Health  
National Institute of Allergy and Infectious Diseases  

September 2005  
www.niaid.nih.gov
### How Does Seasonal Flu Differ From Pandemic Flu?

<table>
<thead>
<tr>
<th>Seasonal Flu</th>
<th>Pandemic Flu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outbreaks follow predictable seasonal patterns; occurs annually, usually in winter, in temperate climates</td>
<td>Occurs rarely (three times in 20th century - last in 1968)</td>
</tr>
<tr>
<td>Usually some immunity built up from previous exposure</td>
<td>No previous exposure; little or no pre-existing immunity</td>
</tr>
<tr>
<td>Healthy adults usually not at risk for serious complications; the very young, the elderly and those with certain underlying health conditions at increased risk for serious complications</td>
<td>Healthy people may be at increased risk for serious complications</td>
</tr>
<tr>
<td>Health systems can usually meet public and patient needs</td>
<td>Health systems may be overwhelmed</td>
</tr>
<tr>
<td>Vaccine developed based on known flu strains and available for annual flu season</td>
<td>Vaccine probably would not be available in the early stages of a pandemic</td>
</tr>
<tr>
<td>Adequate supplies of antivirals are usually available</td>
<td>Effective antivirals may be in limited supply</td>
</tr>
<tr>
<td>Average U.S. deaths approximately 36,000/yr</td>
<td>Number of deaths could be quite high (e.g., U.S. 1918 death toll approximately 675,000)</td>
</tr>
<tr>
<td>Symptoms: fever, cough, runny nose, muscle pain. Deaths often caused by complications, such as pneumonia.</td>
<td>Symptoms may be more severe and complications more frequent</td>
</tr>
<tr>
<td>Generally causes modest impact on society (e.g., some school closing, encouragement of people who are sick to stay home)</td>
<td>May cause major impact on society (e.g. widespread restrictions on travel, closings of schools and businesses, cancellation of large public gatherings)</td>
</tr>
<tr>
<td>Manageable impact on domestic and world economy</td>
<td>Potential for severe impact on domestic and world economy</td>
</tr>
</tbody>
</table>

For additional information on seasonal flu visit: [http://www.hhs.gov/flu/](http://www.hhs.gov/flu/) (10 April 2007)
What is Influenza (Also Called Flu)?

The flu is a contagious respiratory illness caused by influenza viruses. It can cause mild to severe illness, and at times can lead to death. The best way to prevent the flu is by getting a flu vaccination each year.

Every year in the United States, on average:

- 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 flu.

Some people, such as older people, young children, and people with certain health conditions, are at high risk for serious flu complications.

Symptoms of Flu

Symptoms of flu include:

- fever (usually high)
- headache
- extreme tiredness
- dry cough
- sore throat
- runny or stuffy nose
- muscle aches
- Stomach symptoms, such as nausea, vomiting, and diarrhea, also can occur but are more common in children than adults

Complications of Flu

Complications of flu can include bacterial pneumonia, ear infections, sinus infections, dehydration, and worsening of chronic medical conditions, such as congestive heart failure, asthma, or diabetes.

How Flu Spreads

Flu viruses spread mainly from person to person through coughing or sneezing of people with influenza. Sometimes people may become infected by touching something with flu viruses on it and then touching their mouth or nose. Most healthy adults may be able to infect others beginning 1 day before symptoms develop and up to 5 days after becoming sick. That means that you may be able to pass on the flu to someone else before you know you are sick, as well as while you are sick.

Preventing the Flu: Get Vaccinated

The single best way to prevent the flu is to get a flu vaccination each year. There are two types of vaccines:

- The "flu shot" – an inactivated vaccine (containing killed virus) that is given with a needle. The flu shot is approved for use in people 6 months of age and older, including healthy people and people with chronic medical conditions.
- The nasal-spray flu vaccine – a vaccine made with live, weakened flu viruses that do not cause the flu (sometimes called LAIV for “Live Attenuated Influenza Vaccine”). LAIV is approved for use in healthy people 5 years to 49 years of age who are not pregnant.

About two weeks after vaccination, antibodies develop that protect against influenza virus infection. Flu vaccines will not protect against flu-like illnesses caused by non-influenza viruses.
When to Get Vaccinated

October or November is the best time to get vaccinated, but getting vaccinated in December or even later can still be beneficial since most influenza activity occurs in January or later in most years. Though it varies, flu season can last as late as May.

Who Should Get Vaccinated?

In general, anyone who wants to reduce their chances of getting the flu can get vaccinated. However, certain people should get vaccinated each year either because they are at high risk of having serious flu-related complications or because they live with or care for high risk persons. During flu seasons when vaccine supplies are limited or delayed, the Advisory Committee on Immunization Practices (ACIP) makes recommendations regarding priority groups for vaccination (www.cdc.gov/flu/about/qa/flushot.htm).

People who should get vaccinated each year are:

1. **People at high risk for complications from the flu, including:**
   - Children aged 6 months until their 5th birthday,
   - Pregnant women,
   - People 50 years of age and older,
   - People of any age with certain chronic medical conditions, and
   - People who live in nursing homes and other long term care facilities.

2. **People who live with or care for those at high risk for complications from flu, including:**
   - Household contacts of persons at high risk for complications from the flu (see above)
   - Household contacts and out of home caregivers of children less than 6 months of age (these children are too young to be vaccinated)
   - Health care workers.

3. **Anyone who wants to decrease their risk of influenza.**

*Use of the Nasal Spray Flu Vaccine*

Vaccination with the nasal-spray flu vaccine is an option for healthy persons aged 5-49 years who are not pregnant, even healthy persons who live with or care for those in a high risk group. The one exception is healthy persons who care for persons with severely weakened immune systems who require a protected environment; these healthy persons should get the inactivated vaccine.

Who Should Not Be Vaccinated

Some people should not be vaccinated without first consulting a physician. They include:

- People who have a severe allergy to chicken eggs.
- People who have had a severe reaction to an influenza vaccination in the past.
- People who developed Guillain-Barré syndrome (GBS) (www.cdc.gov/flu/about/qa/gbs.htm) within 6 weeks of getting an influenza vaccine previously.
- Children less than 6 months of age (influenza vaccine is not approved for use in this age group).
- People who have a moderate or severe illness with a fever should wait to get vaccinated until their symptoms lessen.

If you have questions about whether you should get a flu vaccine, consult your health-care provider.

For more or updated information, visit www.cdc.gov/flu, or call CDC at 800-CDC-INFO (English and Spanish) or 888-232-6358 (TTY)

August 30, 2006
Department of Health and Human Services, Centers for Disease Control and Prevention
WHAT’S ON THE LABEL

All nonprescription, over-the-counter (OTC) medicine labels have detailed usage and warning information so consumers can properly choose and use the products.

Below is an example of what the new OTC medicine label looks like.

**ACTIVE INGREDIENT**
Therapeutic substance in product; amount of active ingredient per unit

**USES**
Symptoms or diseases the product will treat or prevent

**WARNINGS**
When not to use the product; conditions that may require advice from a doctor before taking the product; possible interactions or side effects; when to stop taking the product and when to contact a doctor; if you are pregnant or breastfeeding, seek guidance from a health care professional; keep product out of children’s reach

**PURPOSE**
Product action or category (such as an antihistamine, antacid, or cough suppressant)

**DIRECTIONS**
Specific age categories, how much to take, how to take, and how often and how long to take

**OTHER INFORMATION**
How to store the product properly and required information about certain ingredients (such as the amount of calcium, potassium, or sodium the product contains)

**INACTIVE INGREDIENTS**
Substances such as colors or flavors

The Drug Facts labeling requirements do not apply to dietary supplements, which are regulated as food products, and are labeled with a Supplement Facts panel.

For more information visit: [www.fda.gov/cder](http://www.fda.gov/cder) or call 1-888-INFO-FDA

U.S. Department of Health and Human Services
Food and Drug Administration
Glossary of Common Over-the-Counter Medical Terms

Following are words you may see when you look at a medicine label. These words may sound complicated and technical. Having a basic understanding of these words and what they mean will help you in selecting the best medicine for your needs. Brand names are given as examples only and not as recommendations.

Remember to read the label, follow directions and be aware of any warnings or side effects before taking any medicines.

Acetaminophen - You will see this word as the active ingredient in certain medicines that are used to relieve pain and fever. This pain reliever is often used when you do not want to or cannot use aspirin. Examples of brands you may be familiar with are Tylenol and Liquipin. Acetaminophen will not prevent or reduce inflammation or swelling.

Analgesic - You may see this word as the purpose on a medicine label. An analgesic is a medicine used to reduce or relieve pain. Many also reduce fever and are anti-inflammatory (reduce swelling). There are many different types of analgesic medicines that contain different active ingredients. Active ingredients you may see on the medicine label for an analgesic include Aspirin, Acetaminophen and Naproxen.

Antihistamine - You may see this word as the purpose on a medicine label. It is a medicine used to reduce or prevent an allergic reaction. It can be used to help a runny nose, sneezing, watery eyes or itching. Antihistamines work by reducing these symptoms caused by histamine which the body releases during an allergic reaction. There are many different types of antihistamine medicines that contain different active ingredients. Active ingredients you may see on the medicine label for an antihistamine include Dimenhydrinate, Diphenhydramine and Loratadine.

Antipyretic - You may see this word as the purpose on a medicine label. Antipyretics are used to relieve or reduce fever. There are many different types of antipyretic medicines that contain different active ingredients. Active ingredients you may see on the medicine label for an antipyretic include aspirin, acetaminophen, ibuprofen and naproxen.

Aspirin - You may see this word as the active ingredient on a medicine label. It is used to reduce pain and fever. Aspirin can also reduce mild swelling and inflammation. Aspirin is a type of nonsteroidal anti-inflammatory drug which means it reduces inflammation but does not contain steroids. Some brand names include Bayer and St. Joseph.
Cough Suppressant - You may see this word as the purpose on a medicine label. A cough suppressant helps you stop coughing or cough less often. An active ingredient you may see on the medicine label for a cough suppressant is Dextromethorphan.

Decongestant - You may see this word as the purpose on a medicine label. Decongestants are used to relieve nasal congestion or a stuffy nose. They may be taken as a nose spray, drops or pills or tablets. There are different types of decongestant medicines that contain different active ingredients. Active ingredients you may see on the medicine label for a decongestant include Pseudoephedrine and Phenylephrine.

Dextromethorphan - You may see this word as an active ingredient in medicines that are cough suppressants. Some examples of brand names are Triaminic, Robitussin and Vicks 44.

Dimenhydrinate - You may see this word as an active ingredient in medicines that work as antihistamines. An example of a brand name is Dramamine.

Diphenhydramine - You may see this word as an active ingredient in medicines that works as antihistamines to temporarily relieve the symptoms of hay fever and other allergies. An example of a brand name is Benedryl.

Drug - This is a substance used in or as a medicine.

Expectorant - You may see this word as the purpose on a medicine label. Expectorants thin mucus so you can cough it up easier. An active ingredient you may see on the medicine label for an expectorant is Guaifenesin.

Generic - Official non brand names by which medicines are known. Generic names are usually the chemical or active ingredient name of the drug.

Guaifenesin - You may see this word as an active ingredient in medicines that work as an expectorant. Examples of brand names are Mucinex and Robitussin.

Ibuprofen - You may see this word as an active ingredient in medicines that are used to relieve pain. Ibuprofen is a type of nonsteroidal anti-inflammatory drug which means it reduces inflammation but does not contain steroids. Brand names include Advil and Motrin.

Loratadine - You may see this word as an active ingredient in medicines that work as antihistamines to temporarily relieve the symptoms of hay fever and other allergies. Examples of brand names are Alavert and Claritin.

Naproxen – You may see this word as an active ingredient in medicines that are used to relieve pain. Naproxen is a type of nonsteroidal anti-inflammatory drug which means it reduces inflammation but does not contain steroids. An example of a brand name is Aleve.
NSAID - This is a commonly used acronym to refer to the type of nonsteroidal anti-inflammatory drugs or drugs that are used to reduce inflammation but contain no steroids.

Over-the-counter - These are medicines or drugs that you can buy without a prescription. The term comes from a time before self service drug stores where you had to ask a clerk behind a counter for the drug.

Pain Relievers - You may see these words under uses on a medicine label. Pain relievers are found in the category of Analgesic medicines, sometimes called painkillers, used to relieve or reduce pain.

Phenylephrine - You may see this word as an active ingredient in medicines that work as a decongestant to relieve nasal congestion. An example of a brand name is Neo-Synephrine.

Pseudoephedrine – You may see this word as an active ingredient in medicines that work as a decongestant to relieve nasal congestion. An example of a brand name is Sudafed.
Hand washing is important. Washing your hands is the most significant step for preventing the spread of germs and illness. 
Start Healthy Hand Washing Habits Today!

1. Wash your hands as often as possible (even if your hands look clean). Here are some important instances when to wash your hands to help control the spread of illness:
   - After using the bathroom
   - After coughing or sneezing
   - After cleaning a child who has gone to the bathroom
   - After touching books and money
   - Before preparing food
   - Before eating
   - After petting an animal

2. Why does washing your hands with soap and water work?
   - Soap suspends the dirt and skin oils that trap bacteria
   - Washing motion helps pull dirt and oils free from the skin
   - Warm running water washes away suspended dirt and oils
   - Additional friction from wiping hands removes more germs

   Note: If soap and water are not available, use alcohol-based hand sanitizer wipes or gel.

3. More rules for staying healthy (in addition to always washing your hands with soap and warm water)
   - Stay away from anyone with a cold or flu
   - Get plenty of rest
   - Visit your doctor and dentist yearly
   - Get your shots as scheduled and recommended by your doctor, especially an annual flu shot

www.doh.state.fl.us/Family/School/handwashing/wash_hands.html
Stop the spread of germs that make you and others sick!

Cover your Cough

Cover your mouth and nose with a tissue when you cough or sneeze

or
cough or sneeze into your upper sleeve, not your hands.

Put your used tissue in the waste basket.

Clean your Hands after coughing or sneezing.

Wash hands with soap and warm water for 20 seconds

or
clean with alcohol-based hand cleaner.
What's Wrong With These Pictures?

Review the three rooms in the drawings. Identify the fire hazards
Review the three rooms in the drawings. Identify the fire hazards that are found in these rooms. At a minimum, the students should identify:

In the kitchen:
- towel too close to the stove top
- child cooking alone
- pot handle turned in the wrong direction - it should be turned to the center of the stove to prevent burns
- smoke alarm battery missing in hallway

In the living room:
- overloaded electrical outlet
- candle too close to upholstered materials and left unattended
- T.V. left on and unattended
- mesh screen missing from in front of the fireplace
- newspapers left too close to the fireplace where a spark could ignite them
- smoke alarm battery missing

In the bedroom:
- clothing draped over lamp where it could start to burn
- an object (duck) placed on a space heater where it could start to burn
- space heater left on when no one is in the room
- clothing left too close to the space heater where it could catch fire
- smoke alarm battery missing

http://www.usfa.dhs.gov/kids/parents-teachers/lesson_plan.shtm
DEAR FAMILY,

To prepare for emergencies, families can collect items that might be useful and put them in an emergency supply kit. Go to www.ready.gov and click on Ready Kids to find out how your family can prepare for unexpected situations. Then complete this crossword puzzle to give you an idea of what kinds of things should be part of your family’s emergency supply kit.

ACROSS:

2. ___ light: A handy tool to have if the lights go out!
4. Every person needs one gallon of this per day!
6. This comfortable piece of furniture should not be part of a family’s supply kit.
8. Furry family members that should be part of your preparedness plan.
9. Some people have a ___ ___ between meals if they are hungry.
10. You might find water, a flashlight, or a whistle in an emergency supply ___ ___
11. Fun items that families can play together.

DOWN:

1. Families can create a communication ___ ___ so that they know where to meet and who to call during an emergency.
3. ___ ___ ___ bag: Great for napping or keeping warm.
5. Every family member should carry a contact list with at least ___ different phone numbers that will allow you to keep in touch during an emergency.
7. It’s important to get the ___ ___ about different kinds of emergencies, so that you know what to expect.
9. Keep an extra pair of these in your supply kit to keep your feet dry!

Visit www.ready.gov and click on Ready Kids for a family scavenger hunt to create your family’s emergency supply kit!

EMERGENCY CONTACT INFORMATION

It’s important to be able to contact your family if there is an unexpected event. Fill in the following information and keep a copy on the refrigerator, in your car, and in your child’s backpack.

Parents/Guardians Contact Names: ____________________________
Telephone numbers: _______________________________________

Out-of-State Contact Name: _________________________________
Telephone number: _______________________________________

Neighborhood Meeting Place: _______________________________
Meeting Place Telephone: _________________________________

Dial 9-1-1 for Emergencies!

Sponsored by Homeland Security
In any emergency a family member or you yourself may be cut, burned or suffer other injuries. If you have these basic supplies you are better prepared to help your loved ones when they are hurt. Remember, many injuries are not life threatening and do not require immediate medical attention. Knowing how to treat minor injuries can make a difference in an emergency. Consider taking a first aid class, but simply having the following things can help you stop bleeding, prevent infection and assist in decontamination.

**Things you should have:**

- Two pairs of Latex, or other **sterile gloves** (if you are allergic to Latex).
- **Sterile dressings** to stop bleeding.
- **Cleansing agent**/soap and antibiotic towelettes to disinfect.
- **Antibiotic ointment** to prevent infection.
- **Burn ointment** to prevent infection.
- **Adhesive bandages** in a variety of sizes.
- **Eye wash solution** to flush the eyes or as general decontaminant.
- **Thermometer**
- **Prescription medications** you take every day such as insulin, heart medicine and asthma inhalers. You should periodically rotate medicines to account for expiration dates.
- **Prescribed medical supplies** such as glucose and blood pressure monitoring equipment and supplies.

**Things it may be good to have:**

- Cell Phone
- Scissors
- Tweezers
- Tube of petroleum jelly or other lubricant

**Non-prescription drugs:**

- Aspirin or nonaspirin pain reliever
- Anti-diarrhea medication
- Antacid (for upset stomach)
- Laxative

Disaster Supply Kit

The following supply list is provided by the Florida Division of Emergency Management, State Emergency Response Team. For more information go to www.floridadisaster.org/supplykit.htm

**Water** - at least 1 gallon daily per person for 3 to 7 days

**Food** - at least enough for 3 to 7 days
- non-perishable packaged or canned food / juices
- foods for infants or the elderly
- snack foods
- non-electric can opener
- cooking tools / fuel
- paper plates / plastic utensils

**Blankets / Pillows, etc.**

**Clothing** - seasonal / rain gear/ sturdy shoes

**First Aid Kit / Medicines / Prescription Drugs**

**Special Items** - for babies and the elderly

**Toiletries** - hygiene items

**Moisture wipes**

**Flashlight / Batteries**

**Radio** - Battery operated and NOAA weather radio

**Cash** - Banks and ATMs may not be open or available for extended periods.

**Keys**

**Toys, Books and Games**

**Important documents** - in a waterproof container
- insurance, medical records, bank account numbers, Social Security card, etc.
- document all valuables with videotape if possible

**Tools** - keep a set with you during the storm

**Vehicle fuel tanks filled**

**Pet care items**
- proper identification / immunization records
- ample supply of food and water
- a carrier or cage
- medications
- muzzle and leash
The Family Emergency Preparedness Calendar is intended to help you prepare for emergencies before they happen. Using a calendar, your family can assemble an emergency and 72 hour kit in small steps over a six month period. You can check off each week as you gather the contents. Remember to rotate your perishable supplies when necessary.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grocery store</strong></td>
<td><strong>Hardware store</strong></td>
<td><strong>Grocery store</strong></td>
<td><strong>Hardware store</strong></td>
</tr>
<tr>
<td>• 1 gallon of water</td>
<td>• 1 jar peanut butter</td>
<td>• 1 gallon of water</td>
<td>• duct tape</td>
</tr>
<tr>
<td>• 1 lb. can of juice</td>
<td>• 1 lg. can of juice</td>
<td>• 1 can of meat</td>
<td>• crowbar</td>
</tr>
<tr>
<td>• 1 can of meat can-opener (manual)</td>
<td>• powdered drinks</td>
<td>• duct tape</td>
<td>• smoke detector with battery if needed</td>
</tr>
<tr>
<td>• permanent marking pens</td>
<td>• heavy rope</td>
<td>• 2 flashlights with batteries</td>
<td>• scissors for first aid kit</td>
</tr>
<tr>
<td>(remember 1 gallon of water for each pet)</td>
<td>• duct tape</td>
<td>• “bungee” cords</td>
<td>• eye dropper</td>
</tr>
<tr>
<td>Also: Pet food, diapers and/or baby food, if needed.</td>
<td>• 2 flashlights with batteries</td>
<td>• first aid spray</td>
<td>Also: extra medications or prescriptions marked “emergency use” if needed.</td>
</tr>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
For More Information

Links are for informational purposes and do not constitute endorsements by the Florida Department of Health. The department makes no representation or warranty regarding the accuracy, reliability, completeness or timeliness of information contained in these resources.

For more information on Influenza and Pandemics


www.cdc.gov/ncidod/sars - U.S. Department of Health and Human Services Center for Disease Control and Prevention site for information on Severe Acute Respiratory Syndrome.

www.consumer.gov – A resource for consumer information from the federal government. The site contains extensive links to resources of information of interest to consumers including health and influenza issues along with special health tips for Elder Care.

www.doh.state.fl.us/Family/School/handwashing/wash_hands.html - Florida Department of Health, Bureau of Family and Community Health, School Health Services Program Web site on the importance of hand washing and links to other materials and resources for illness prevention and dealing with influenza.


www.hhs.gov/flu - U.S. Department of Health and Human Services Web site which provides information on seasonal flu and links to other flu information.


For more information on First Aid and Medications

www.aap.org/parents.html - A section of the American Academy of Pediatrics Web site with information for parents on health topics including first aid. Information includes fact sheets and helpful tips. There is also a section of the aap.org site with special information on emergency preparedness for children with special health care needs, www.aap.org/advocacy/emergprep.htm.
www.familydoctor.org – Web site with health information on a variety of health conditions from the American Academy of Family Physicians. The site includes a dictionary of common medical terms, drug information a search by symptoms and a first aid guide.

www.fda.gov/medsinmyhome - Medicines in My Home is an interactive and educational program about the safe and effective use of over-the-counter medicines. This program was developed by the Food and Drug Administration with Maryland’s Montgomery County Public School system and in cooperation with the National Council on Patient Information and Education. The site contains a student’s page with information on how and when to use medicines and links to other sites with consumer information on medicine such as www.fda.gov/usemedicinesafely.

www.firstaid.webmd.com – A section of the www.webmd.com Web site with A-Z first aid information. The host site developed by WebMD Inc., contains health information, tools for managing health and support to those who seek information. You can sign up for WebMd newsletters.

www.fpicijax.org – Web site of the Jacksonville region poison control center, part of the Florida Poison Information Center Network. The site contains information for children and families. You can call for or download educational brochures.


www.medlineplus.gov - A Web site service of the U.S. National Library of Medicine and the National Institutes of Health. MedlinePlus will direct you to information to help answer health questions. MedlinePlus brings together authoritative information from NLM, the National Institutes of Health (NIH), and other government agencies and health-related organizations. The site provides easy access to medical journal articles, extensive information about drugs, an illustrated medical encyclopedia, interactive patient tutorials and latest health news. You can search on the site for first aid information.

For more information on Preventing and Preparing for Emergencies

www.fifionline.org/disaster_planning.htm - Florida Institute for Family Involvement Web site with information on disaster planning, response and recovery for families of children and youth with special health care needs. The site includes a disaster planning guide and a Emergency Information Sheet for children.


www.homesafetycouncil.org – Web site of the Home Safety Council a national non profit organization dedicated to preventing home injuries. The site contains information and materials that can assist persons in protecting their families from falls, poisoning and fire and burns. You can take online safety quizzes, get a home safety checklist and download a “Guide for Grownups.” The site contains resources for families and teachers.

www.mysafeflorida.org MySafeFlorida.org is part of a multi-media public awareness campaign created to help citizens better protect themselves and their families in case of a terrorist attack. The site contains general information on preparing for a disaster.


www.ready.gov – Official Web site of the Department of Homeland Security. The site contains information on preparing and planning for and for staying informed about different types of emergencies. Has special information for elders and persons with disabilities. The site contains a link for ordering or downloading all of their publications, including activities for children. www.ready.gov/america/publications/allpubs.html


For more information on agencies that can provide additional training or assistance.

American Red Cross - An organization dedicated to helping prepare communities for emergencies and keeping people safe. You can find your local agency and sign up for newsletters and disaster updates at www.redcross.org or call 1-800-733-2767.

County Health Departments – Agencies that provide community public health services. http://www.doh.state.fl.us/chdssitelist.htm.
Florida Agency for Persons with Disabilities – State government agency that works in partnership with local communities to provide critical services and support for persons with developmental disabilities [www.apd.myflorida.com].

Florida Department of Elder Affairs – State government agency that provides information on programs and services for elders, their families and caregivers. [http://elderaffairs.state.fl.us], 1-800-96ELDER (35337).

Florida Department of Health – State government agency that promotes and protects the health and safety of all people in Florida through the delivery of quality public health services and the promotion of health care standards. The department has many programs aimed at emergency preparedness as well as improving the health of all citizens – children, adolescents, adults and elders [www.doh.state.fl.us].
Home Care Training Trainer Evaluation

Name__________________________ Date ___________Contact Info:_________________

Location:____________________County:___________State/Local Agency I/A:___________

1. How many participated in the training? ____________

2. Were the participants: Community Members____________
   *DOH Employees ____________
   Both ____________

3. Was the resource material adequate and useful?       Yes_____       No_____

4. Which units were presented? 1____2____3____4____5____6____All____

5. What part of the curriculum was most helpful? ______________________________

______________________________________________________________________

6. What part of the curriculum was least helpful? ______________________________

______________________________________________________________________

7. Do you have any recommendations to improve the training?____________________

______________________________________________________________________

8. Other comments:_____________________________________________________________

______________________________________________________________________

* DOH Employee information should be entered into Trac-It.

Please fax your completed evaluation to the Office of Public Health Nursing, Florida
Department of Health                Fax: (850) 245-4747