

What Faculty Can Do To Address H1N1 Influenza at Eastern and in Our Community



- ✓ Talk to students about this public health issue and how it might affect their participation in classes, events and interactions with others.
- ✓ Discuss your attendance expectations and how students should receive class materials and assignments, if absent due to illness.
- ✓ Discuss classroom expectations related to respiratory etiquette and hand hygiene.
- ✓ Ask students with flu-like symptoms to leave your class or not attend classes until fever free for 24 hours, without fever reducing medications.
- ✓ Know the symptoms of the flu so you may help students and fellow colleagues make good decisions about class attendance, work, medical visits, self-isolation, etc. Not all ill students have the flu.
 - Flu symptoms include: fever over 100, coughing, sore throat, runny or stuffy nose, body aches- usually severe and affecting the body all over, headache, chills, fatigue - often severe so that bed rest is necessary, diarrhea, nausea and vomiting.
 - Students with flu-like symptoms will most likely be out of class for 5-7 days.
 - Students with mild flu symptoms and other illness may feel too ill to attend classes, but may not need to see a provider. Students with mild symptoms do not need to be seen at the Health Service. Do not require a note from a provider for an excused absence related to flu-like symptoms.
- ✓ Post educational flyers about the Three C's, Novel H1N1 Influenza symptoms, washing hands, flu clinics and other documents prepared for distribution and provided through the H1N1 Influenza web link from Eastern's home page.
- ✓ Encourage students and staff to take personal precautions by carrying their own small bottle of hand sanitizer, small package of wipes for keyboards and other high touch surfaces, small pack of tissues and to carry their own pen or pencil.
- ✓ Consider ways to limit exposure to high touch surfaces. Examples might include: provide handouts at the entrance of classes or on a desk, leave classroom doors open as students enter and leave, use our own personal writing utensils to provide signatures, sign-in/out/up or leave written messages, wipe keyboards before each student use or make wipes available and encourage their use, is possible spread the class out – each person within 6 feet of each other or two arms lengths apart, utilize web resources, e-mail and other distance learning techniques when possible.
- ✓ Encourage students to get their seasonal flu vaccination.

Excerpts from:

“Technical Report on CDC Guidance for Responses to Influenza for Institutions of Higher Education during the 2009-2010 Academic Year” <http://www.flu.gov/professional/school/higheredtechreport.html>



- ✓ The guidance is designed to decrease exposure to regular seasonal flu and 2009 H1N1 flu while limiting the disruption of day-to-day activities and the vital academic activities that go on in Institutions of Higher Education (IHE).
- ✓ Decisions about which strategies to implement should balance the goal of reducing the number of people who become seriously ill or die from influenza with the goal of minimizing educational and social disruption.
- ✓ The most important things IHEs can do are to encourage and facilitate use of hand hygiene and respiratory etiquette measures by students, faculty, and staff; encourage influenza vaccination for those recommended for vaccination; and to separate ill and well people as soon as possible.
- ✓ Those with flu-like illness should stay away from classes and limit interactions with other people (called “self-isolation”), except to seek medical care, for at least 24 hours after they no longer have a fever, or signs of a fever, without the use of fever-reducing medicines. If possible, residential students, faculty, or staff members who live relatively close to the campus should return to their home to keep from making others sick.
 - ✎ For students, IHEs may consider altering policies on missed classes and examinations and late assignments so that students’ academic concerns do not prevent them from staying home when ill or prompt them to return to class or take examinations while still symptomatic and potentially infectious.
 - ✎ Do not require a doctor’s note for students, faculty, or staff to validate their illness or to return to work, as doctor’s offices and medical facilities may be extremely busy and may not be able to provide such documentation in a timely way.
 - ✎ Distance learning or web-based learning may also help students maintain self-isolation.
- ✓ Students, faculty, and staff should be vigilant in identifying people who appear to be ill. These individuals should be encouraged by anyone who encounters them to self-isolate and to talk with a health care provider about whether they have influenza, appropriate treatment, and actions to take if they experience severe symptoms.



- ✓ IHEs should educate all students, faculty, and staff about good hand hygiene through direct education as well as posting and disseminating communications materials such as signs, posters, and flyers. IHEs can encourage respiratory etiquette by providing tissues, through direct education, and by posting and disseminating communications materials such as signs and posters.



- ✎ IHEs should take opportunities at the beginning of events to remind attendees about the importance of self-isolation when ill; early evaluation by a health care provider for those who become ill, especially for people at higher risk for influenza complications; hand hygiene; and respiratory etiquette.
 - ✎ Educational materials such as posters and flyers to enhance compliance with recommendations should be visible throughout the campus.
 - ✎ Information and links to credible sources should be posted on the IHE website.
 - ✎ IHE events that draw the public and other visitors, such as football games or concerts, may pose a high risk of exposure and transmission of influenza. IHEs should use a variety of communication methods such as e-mail, posters, flyers, and media coverage to discourage people with influenza-like illness from attending these events until they have been free of fever for at least 24 hours and to encourage adherence to hand hygiene and respiratory etiquette.
- ✓ Promote frequent cleaning of bathrooms and other frequently used areas, and ensure adequate supplies of soap and paper towels. Establish regular schedules for frequent cleaning of high-touch surfaces:
 - ✎ Doorknobs, handrails, elevator buttons
 - ✎ Desks, tables, chairs
 - ✎ Counters and surfaces in cafeterias, meeting rooms, and offices
- ✓ Provide disposable wipes so that commonly used surfaces can be wiped down by students before each use. High-use surfaces include:
 - ✎ Chairs, desks, study carrels
 - ✎ Remote controls
 - ✎ Keyboards shared by students
 - ✎ Headphones shared in language laboratories
 - ✎ Telephone receivers and touch-tone pads in common areas
- ✓ Encourage students to frequently clean their living quarters. Students living together should regularly clean frequently used surfaces such as doorknobs, refrigerator handles, remote controls, computer keyboards, countertops, faucet handles, and bathroom areas.
- ✓ **One of the best ways to protect against the flu is to get vaccinated each year.**

