

VACCINE

CONVERSATION GUIDE

AWAWARENESS



Understanding Vaccines Together



UNIVERSITY OF MINNESOTA EXTENSION
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ACKNOWLEDGMENTS

ACKNOWLEDGMENTS

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INTRO INTRODUCTION DUCTION

Hello! We're here to support you.

Substance use disorder (SUD) can increase the risk of infectious diseases. Enhancing vaccine uptake is crucial to prevent disease spread, but SUD can hinder this effort. Individuals with SUD may be less likely to seek preventive care and may have limited access to healthcare. Chronic substance use can weaken the immune system, and contracting an infectious disease can complicate recovery, making sobriety more challenging.

Vaccine hesitancy among people with SUD is a complex issue influenced by mistrust of the medical system, fear of side effects, and misinformation. Addressing this hesitancy requires a tailored approach that considers the unique perspectives of those experiencing SUD.

The conversation guides in this toolkit are designed to facilitate productive discussions about vaccination access, barriers, and risk management of infectious diseases. Use one guide at a time for brief conversations, then move on to others. Revisit previously used guides to discuss successes and challenges. **Current topics include: Vaccine Access, Understanding Risk, Vaccine Development, Vaccine Decisions, Supporting Recovery, Self Care Helps Others, and Self Care.**



HELPFUL HINTS

Guide participants toward understanding that short-term goals can help one achieve long-term goals.



MOTIVATIONAL INTERVIEWING

Motivational Interviewing (MI): Motivational Interviewing (MI) is a proven method for discussing health behavior changes. Recently, it has also been effective in reducing vaccine hesitancy. When utilized by trusted staff, MI provides the avenue for communicating confidently with anyone about adult vaccines, avoiding unpleasant confrontations while maintaining trust and credibility, and creating the environment for people to express concerns and questions. Motivational interviewing is founded upon the following principles, also known as the Spirit of MI:

Partnership: Invite people to share their expertise on their own lives and experiences. Ask permission to share your expertise about vaccines and check-in about how the information that you share fits with people's values and goals.

Acceptance: Accept people where they are and do not try to persuade or change them. Support people's autonomy to make choices about their lives, affirm their strengths and values, and demonstrate empathy.

Compassion: Communicate to people that we hold their autonomy and well-being as the highest priority.

Empowerment: Supporting autonomy with the focus of evoking an individual's strengths, resources, and skills to engage in goal behavior.

An easy way to remember the guiding Spirit of MI is to think of the acronym **PACE**. We **PACE** our conversations with others: we partner with and accept them from a compassionate and evocative stance (Miller & Rollnick, 2023).

MOTIVATIONAL

MOTIVATIONAL INTERVIEWING

INTERVIEWING

Change Talk: Change Talk is a strategy used in MI and is used when clients express their desire, ability, reasons, or need for change. This strategy involves listening for these cues and encouraging them to strengthen their motivation and commitment to change through open-ended questions and affirmations.

- Desire: I want to change.
- Ability: I can change.
- Reasons: These are my reasons for changing.
- Need: I need to change
- Commitment: I will start engaging in the new behavior
- Activation: I am considering change.
- Taking Steps: I will start/have started to take these steps towards change.

Ask, Offer, Ask: Ask, Offer, Ask is another strategy used in MI and is used to provide information or advice while respecting the client's autonomy. This approach ensures that the client remains an active participant during the conversation and that their autonomy is respected.

Step 1: ASK: "What do you know about _____?"

Step 2: OFFER: [Share 1 piece of information].

Step 3: ASK: "What do you think about what I shared?"

Adapted from Getting to the Heart and Mind of the Matter: A Toolkit to Build Confidence as a Trusted Messenger of Health Information - Edition 4

HOW TO

HOW TO USE THIS GUIDE

Make the most of your time together

The conversation cards are useful for having motivating discussions about vaccines, infectious disease, and making connections to recovery. Use one card at a time to have brief conversations, and then you can move on to other cards. Go back to already used cards to discuss successes and challenges.



WHO: Individuals interested in health and wellness



HOW: Choose one of the guides to open a conversation about vaccines and infectious disease prevention



KEY MESSAGES: Each card highlights key messages for discussion



ABOUT: Topic or health theme to discuss



BEHAVIOR: Suggested healthy behavior related to vaccines and infectious disease prevention



CHANGE: The best decisions come directly from the person making a change. We provide examples in the guide. Achievable changes have a short time frame. Use a quick 1-10 scale to gauge a person's comfort with the goal. What helps with success in meeting a goal?

UNDERSTANDING

UNDERSTANDING RISK

RISK



Begin the conversation by reading the key messages

1. Vaccines reduce your risk of becoming sick with a dangerous infectious disease
2. Vaccines have side effects, know the potential side effects, plan for them
3. The risks associated with vaccines are less dangerous than the infectious diseases they prevent



Share important information about Understanding Risk

It is important to know the risks and benefits of vaccines for you as an individual. Sickening you can get from an infectious disease may be more serious than the side effects you can get from a vaccine. Some vaccines you receive may not prevent the infection, but will reduce the severity of the infection if you do get sick.



Choose an open-ended question to reflect on the topic

1. How would your recovery be affected if you were to get sick right now?
2. What risks could vaccines help you avoid?
3. What vaccine side effects would you like to know more about?



HELPFUL HINTS

Feel free to choose multiple questions, but selecting just one may be sufficient depending on how the conversation unfolds.

UNDERSTANDING

UNDERSTANDING RISK

RISK



Continue the conversation with ideas on a specific behavior change

1. How can you overcome your concerns about vaccine side effects?
2. How might you learn more about the benefits of vaccines?
3. How can you find a trustworthy source to learn about the side effects of vaccines?



Help the client make a plan, ideally the plan comes from them (be specific and start small)

E.g. On Tuesday, I will go to a trustworthy site and find information on the possible side effects to the shingles vaccine.

E.g. Tomorrow, I will call my medical provider to ask about my personal risk for vaccine preventable disease.



Assess the client's confidence in meeting their goal

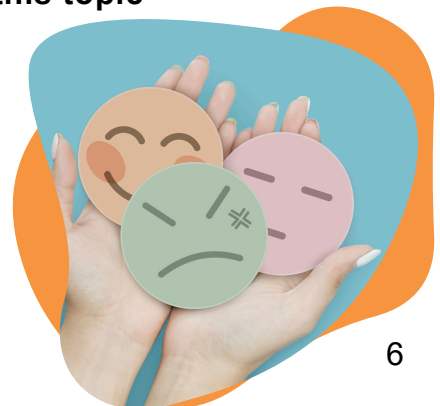
On a scale of 1-10, how confident are you in meeting your plan?



Close with quotes from what others said about this topic

"Vaccines don't prevent you from getting sick, but it lessens the severity of the disease."

"Anything that helps your immune system is good."



VACCINE

VACCINE ACCESS

ACCESS



Begin the conversation by reading the key messages

1. Get vaccines where you feel comfortable going
2. Engage with your community to find trustworthy vaccination sites and resources



Share important information about Vaccine Access

When you make the decision to get vaccinated, you will want to know about where to go to get your vaccine. Resources for free or low cost vaccines along with up to date vaccine information are available at clinics, pharmacies, county public health departments, and other local agencies.



Choose an open-ended question to reflect on the topic

1. What are some barriers that you face that prevent you from getting vaccinated?
2. Where do you typically go to find information about health related topics?



Guide participants toward understanding that short-term goals can help one achieve long-term goals.

VACCINE

VACCINE ACCESS

ACCESS



Continue the conversation with ideas on a specific behavior change

1. Where in your community can you look to find trustworthy vaccination sites and resources?
2. What resources would you like to have that would eliminate your barriers that prevent you from getting vaccinated?
3. Where in your community can you get free or low cost vaccines?



Help the client make a plan, ideally the plan comes from them (be specific and start small)

What ideas for change or action did you hear in the answers to the conversation questions that can lead to a plan?

On Wednesday, I will go to my pharmacy to ask about getting a free flu vaccine.

On Monday, I will go to my county public health department web site to find information about low cost vaccines.



Assess the client's confidence in meeting their goal

On a scale of 1-10, how confident are you in meeting your plan?



Close with quotes from what others said about this topic

"It feels better to go to smaller, more community-oriented places for health care."

"Community health clinics are more trustworthy because they are used to working with 'underprivileged' people."



SELF CARE

SELF CARE HELPS OTHERS

HELPS OTHERS



Begin the conversation by reading the key messages

1. Helping others is hard if you are not helping yourself
2. Healthy adults are better able to help their loved ones
3. Getting sick can make it harder to care for those you love



Share important information about how Self Care Helps Others

Taking care of others is important, both to you and to them. But helping others is harder if you are not helping yourself. Healthy adults can better assist those in need. Preventing and treating infectious disease is one way to protect your health.



Choose an open-ended question to reflect on the topic

1. How do your health decisions impact your family (community, loved ones)?
2. How does wanting to help the ones you love affect your recovery?
3. How might getting sick with an infection hinder your ability to take care of others?



HELPFUL HINTS

Guide participants toward understanding that short-term goals can help one achieve long-term goals.

SELF CARE

SELF CARE HELPS OTHERS

HELPS OTHERS



Continue the conversation with ideas on a specific behavior change

1. What do you want to do to support your family's health?
2. What new thing can you do to reduce your chance of getting sick?
3. What new thing can you do to reduce the chances of your loved ones getting sick?



Help the client make a plan, ideally the plan comes from them (be specific and start small)

What ideas for change did you hear in the answers to the conversation questions that can lead to a small plan for action? What steps can be taken to stay healthy for your family and loved ones? Examples:

On Wednesday, I will talk to my son about the lessons I have learned about self care

On Thursday, I will get my flu vaccine with my trusted provider to protect my family from the flu.



Assess the client's confidence in meeting their goal

On a scale of 1-10, how confident are you in meeting your plan?



Close with quotes from what others said about this topic

"Change for yourself, others will benefit from it."

"Gotta be aware to care for ourselves and others."



SUPPORTING

SUPPORTING RECOVERY

RECOVERY



Begin the conversation by reading the key messages

1. Staying healthy supports recovery
2. Feeling sick can trigger using substances to self medicate
3. Vaccines are part of harm reduction approaches



Share important information about Supporting Recovery

Avoiding potential triggers is an important aspect of supporting your recovery. Getting sick may trigger the use of substances to treat your symptoms. Using substances to treat your sickness can also put you at increased risk for acquiring infectious diseases such as Hepatitis B. Vaccines can play a protective role by preventing illnesses that might otherwise lead you back to substance use.



Choose an open-ended question to reflect on the topic

1. What are some things you do in recovery to avoid using again?
2. How might getting sick affect your recovery routine?
3. How has self medicating for sickness worked out for you in the past? (or have you ever self medicated when you've been sick in the past? What was that like?)
4. How is getting vaccinated similar to other things you do to support your health?
5. How might getting vaccinated fit within your established recovery routine?

SUPPORTING

SUPPORTING RECOVERY

RECOVERY



Continue the conversation with ideas on a specific behavior change

1. What is an approach you could add to reduce your risk of illness?
2. What are two methods you can personally follow to prevent yourself from self-medicating if you feel sick?
3. What will you do differently to treat sickness while in recovery?



Help the client make a plan, ideally the plan comes from them (be specific and start small)

On Friday, I will call to schedule an appointment to get my updated flu vaccine with a trusted provider to prevent getting sick while interacting with people during flu season.

The next time I get sick I will ask my pharmacist what over the counter medications are best to treat my symptoms.



Assess the client's confidence in meeting their goal

On a scale of 1-10, how confident are you in meeting your plan?



Close with quotes from what others said about this topic

"Getting sick can feel like there is nothing to live for."

"We have all experienced bad health through substance use disorder - it feels bad."

"You are not being productive in recovery if you are in bed being sick all the time"

SELF SELF CARE CARE



Begin the conversation by reading the key messages

1. Staying free from infectious disease helps maintain the recovery routine that you've established for yourself
2. Vaccines, medicines, exercise, managing stress, and eating healthy food are all important for staying healthy.
3. You are the parent of your inner child, so take care of it (you are your primary caregiver)



Share important information about Self Care

While going through the process of recovery, it is important to understand that caring for yourself is important for your sobriety. There are other people that care about you and your health, so you should care for yourself as well. Addressing physical and mental health needs are part of the recovery routine.



Choose an open-ended question to reflect on the topic

1. What aspects of a healthy life do you follow that are important to you?
2. What message or memory do you use to take care of and motivate yourself?
3. What barriers are you overcoming to support your overall health?
4. How does preventing infectious disease help maintain the recovery routine that you've established?

SELF SELF CARE CARE



Continue the conversation with ideas on a specific behavior change

1. What are two things that you would like to do to enhance your recovery routine?
2. What activity do you want to do that requires you to be healthy?
3. What are two things you could do to overcome your health barriers?



Help the client make a plan, ideally the plan comes from them (be specific and start small)

On Tuesday in the afternoon I will take a walk to the park near where I live.

On Wednesday I will call to schedule an appointment to get tested for sexually transmitted infections (STIs) with a trusted provider.



Assess the client's confidence in meeting their goal

On a scale of 1-10, how confident are you in meeting your plan?



Close with quotes from what others said about this topic

“Nobody else can do recovery for you.”

“Take care of yourself, if you don't, no one will.”



VACCINE VACCINE DECISION DECISION



Begin the conversation by reading the key messages

1. Since vaccines are voluntary, you have the power to decide
2. Learn about what vaccines are available for you
3. Become familiar with your vaccine history
4. Explore which vaccines you may need



Share important information about Vaccine Decisions

When you are making decisions about vaccinations, keep in mind that you are in charge of your own body and these decisions are yours alone. Health care providers and pharmacies will be able to tell you which vaccines you've had and which vaccines you need. Resources for free or low cost vaccines are available at clinics, providers, pharmacies and other local agencies.



Choose an open-ended question to reflect on the topic

1. What adult vaccines can you name?
2. What are the vaccines you might need now or in the near future?
3. Where can you find information on the vaccinations you may need?



**HELPFUL
HINTS**

Take the CDC Adult Vaccines Quiz at:
<https://www2.cdc.gov/nip/adultimmsched/>
or scan the QR code.



VACCINE

VACCINE DECISION

DECISION



Continue the conversation with ideas on a specific behavior change

1. How can knowing what vaccines you've had and which ones you may need help your recovery?
2. How can you familiarize yourself with the vaccinations you've received?
3. Who can you talk to about questions you have that are making you hesitant to get vaccinated?



Help the client make a plan, ideally the plan comes from them (be specific and start small)

What ideas for change or action did you hear in the answers to the conversation questions that can lead to a plan?

On Tuesday, I will call to schedule an appointment to receive my list of vaccines and when to get them from my trusted provider.

On Thursday, I will call to schedule an appointment to get my Shingles vaccination at my local clinic.

At my next health care appointment I will ask my provider about vaccine-related concerns I have.



Assess the client's confidence in meeting their goal

On a scale of 1-10, how confident are you in meeting your plan?



Close with quotes from what others said about this topic

"It feels better to go to smaller, more community-oriented places for health care."

"I would like to find the vaccines that are personally important to me."

VACCINE

VACCINE DEVELOPMENT

DEVELOPMENT



Begin the conversation by reading the key messages

1. Some vaccines are new because a new disease has arisen OR we've figured out how to vaccinate against an old disease
2. Some vaccines need to change because we've found ways to improve them
3. Some vaccines need to change because the pathogen is evolving and changing



Share important information about Vaccine Development

As time goes on, we make existing vaccines better and we make new vaccines. It's normal to have more trust in vaccines that have been around for a long time and less trust in vaccines that are new or change seasonally. Germs that cause disease may change, so vaccines against those germs may also need to change and become more effective. Our immune system also needs regular reminders about germs we have already been vaccinated against and so we get additional vaccine doses from time to time. These types of changes create questions for all of us.



Choose an open-ended question to reflect on the topic

1. In your recovery process, what doubts have you had to overcome to get healthy for yourself and your family?
2. Can you think of other healthcare related approaches that have changed during your lifetime?
3. Have you changed how you take care of your health over the years?
4. What makes you trust certain vaccines but worry about other vaccines?

VACCINE

VACCINE DEVELOPMENT

DEVELOPMENT



Continue the conversation with ideas on a specific behavior change

1. What information do you need that will allow you to make informed decisions about new, changed, or old vaccines?
2. Who do you think would be a credible source of information to learn more about new or changed vaccines and why?
3. Where would you go to find accurate information about vaccines?



Help the client make a plan, ideally the plan comes from them (be specific and start small)

On Friday, I will go on a trusted website to get more information on the flu vaccine.

At my next visit, I will ask my medical provider questions I have regarding the flu vaccine.



Assess the client's confidence in meeting their goal

On a scale of 1-10, how confident are you in meeting your plan?



Close with quotes from what others said about this topic

"There should be a cure if it's a problem; if you can find it, why wouldn't there be a cure?"

"I think differently about vaccines depending on how they are made."



HELPFUL

HELPFUL HINTS

HINTS

Facilitating conversations about vaccines and vaccine preventable illnesses can be challenging. Some topics will emerge organically and have the potential to derail the conversations or create an environment of intolerance. We list here some of these possible conversation stoppers and considerations for handling these situations should they arise.

I don't know the answers about these vaccines and I am nervous to lead a discussion about them!

We feel your concern! It is scary to lead an open-ended discussion about a topic you don't have "expertise" in. That is a normal reaction. However, we created this resource to help you guide a conversation without needing to have the answers to all the questions. People know from life experiences the answers, we want to encourage the clients to get the information they need. Acknowledge and recognize what they are saying, and encourage them to set goals to get the information they need. Just talk about the issues rather than preach!

COVID-19

Over the past three years COVID-19 has emerged as a dominant topic when vaccinations are discussed. COVID-19 vaccines have been administered to billions of people worldwide and saved people from serious sickness and death. And yet these vaccines are still subjected to skepticism and fear. Why is this? Known reasons include the newness of the vaccines and the emergent technology used to create them, the speed of vaccine development, the numerous changes in formulation and schedule, fear of side effects, fear of forced vaccinations, stories that have been heard regarding death and maiming of others receiving COVID-19 vaccines, and politicization of our public health responses to the pandemic and the vaccines used to blunt the impact of the pandemic.

Our experiences in talking to people in treatment for SUD about COVID-19 vaccines is that all these known concerns are also shared. They have stated that during the early stages of

HELPFUL

HELPFUL HINTS

HINTS

recovery fears of things that may harm their health, along with fears of new health setbacks, are heightened. Autonomy over decisions affecting their own health are prized as they may have lost some autonomy of decision-making leading up to treatment initiation. These underlying feelings jump to the surface when COVID-19 vaccines are brought into discussion.

Our guidance is to fully recognize the trauma we all have experienced during the COVID-19 pandemic and the justified fears of unknown impacts of new vaccines developed to protect us from COVID-19 illness and death. COVID-19 vaccines have proven to be effective and safe and this statement is appropriate to make while still validating the continued concerns people have about the vaccines. People often take very seriously statements regarding the harms COVID-19 vaccines have caused others, especially when personal anecdotes are used. Empathy for these experiences is important. These discussions can, at times, inhibit those who may have a different perspective on the safety and protection offered by COVID-19 vaccines. Creating space for others to voice their alternative experiences is helpful to the overall conversation.

Some people who oppose COVID-19 vaccines also oppose Influenza vaccines. This is because both vaccines change over time due to virus mutations, and their efficacy in preventing disease is questioned. Additionally, some side effects of these vaccines resemble mild cases of the diseases themselves, leading to doubts about their necessity. These concerns are understandable and can be discussed with clients individually or in groups.

Interestingly, many people with these concerns about COVID-19 and Influenza vaccines are not worried about older vaccines like Tdap (tetanus, diphtheria, and pertussis) or MMR (measles, mumps, and rubella). These vaccines are well-established, don't change, and have a long track record of success. Vaccines for diseases that pose higher risks for people with substance use disorders, like Hepatitis vaccines, are also more readily accepted.

HELPFUL

HELPFUL HINTS

HINTS

Guiding the conversation towards these established vaccines and their benefits can help support clients in making informed decisions about adult vaccinations, even if discussions about COVID-19 vaccines become challenging.

I “never got the illness” so why should I get a vaccine to prevent the infectious disease now?

It is logical to think that since I have never knowingly acquired a specific infectious disease that I never will, so why get vaccinated? This thinking is most often associated with infections such as Influenza. The danger of such thinking is that, at some point in life, an influenza virus infection could take a serious turn. This could be due to a new form of influenza virus that has arisen that is more severe or something about the person has changed that makes them more susceptible to severe infections. This cannot be predicted. In addition, vaccines often prevent transmission of infection to more susceptible people like an elderly relative. Sometimes we get vaccinated to protect others even more than to protect ourselves. Vaccination contributes to the health of you and your family by preventing the spread of infectious diseases.

I was told about a person that got very sick (or perhaps even died) after getting a specific vaccine. I don't want that to happen to me.

We often hear these testimonials, but linking cause and effect isn't straightforward. For example, if someone dies shortly after vaccination, it doesn't mean the vaccine caused it. People die unexpectedly from various reasons like heart attacks, cancer, asthma, accidents, and infections. It's natural to look at recent events for explanations, but these events aren't necessarily the cause.

HELPFUL

HELPFUL HINTS

HINTS

You can significantly influence vaccine decisions through word of mouth, impacting those you care about. Personal stories about vaccine experiences are powerful in group settings and can encourage vaccination and address hesitancy. However, negative experiences can also gain traction, especially during early recovery when people are focused on their health. Stories that aren't firsthand may become more dramatic or change when passed on. It's important to provide sympathy and empathy but also to reserve judgment on the validity of these stories, as they aren't your experiences. In group settings, stories of dangerous outcomes can be magnified and quickly accepted as factual. Express sympathy but remind people that causality is difficult to determine. Our public health system investigates severe reactions, including deaths, to determine causality and protect others if validated.

Having a serious reaction to the vaccine/getting independently sick right after vaccination is a powerful disincentive to revaccinate with the same vaccine. Side effects are a powerful disincentive to vaccination and treatment.

Overall, approved adult vaccines are very safe and effective. However, some people may experience side effects, which are usually not serious. Ignoring these side effects can be counterproductive when addressing vaccine hesitancy. It's important to highlight that while most side effects are mild and comparable to the illness, the illness itself can be catastrophically severe for some individuals. Since we can't always predict the severity of the disease for each person, we accept the relatively mild side effects of vaccines to protect against the most severe forms of the disease.

My Vaccine Action Plan

Patient Name	Date
Patient Email	Patient Telephone
Vaccine Provider	Provider Contact

About me: Age _____ DOB _____ Health conditions Occupation Travel plans Life events Other	Personal Preferences: <input type="checkbox"/> More shots per visit, fewer visits <input type="checkbox"/> Fewer shots per visit, more visits Sooner vaccinated = sooner protected. Multiple shots per visit recommended. My priorities: Notes:	Vaccines I need in next 12 months (check all that apply): <input type="checkbox"/> COVID-19 <input type="checkbox"/> Hepatitis A ____ doses needed <input type="checkbox"/> Hepatitis B ____ doses needed <input type="checkbox"/> Human papillomavirus (HPV) <input type="checkbox"/> Influenza (flu, annual) <input type="checkbox"/> Measles-mumps-rubella (MMR) <input type="checkbox"/> Meningococcal ACWY <input type="checkbox"/> Meningococcal B <input type="checkbox"/> Mpox <input type="checkbox"/> Other _____ <input type="checkbox"/> Pneumococcal _____ <input type="checkbox"/> Polio <input type="checkbox"/> RSV (respiratory syncytial virus) <input type="checkbox"/> Tetanus-diphtheria-pertussis (Tdap) or (Td) [circle] <input type="checkbox"/> Varicella (chickenpox) <input type="checkbox"/> Zoster (shingles) <input type="checkbox"/> Travel _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
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My Vaccine Action Plan *(complete with your vaccine provider)*

Jan _____	Feb _____	Mar _____	Apr _____	May _____	Jun _____
Jul _____	Aug _____	Sep _____	Oct _____	Nov _____	Dec _____
Jan _____	Feb _____	Mar _____	Apr _____	May _____	Jun _____

1. Enter year for this month and following months.
2. Fill in any upcoming appointments already scheduled.
3. Add vaccines based on recommendations personalized for you. Consider vaccine series not yet complete as well as seasonal vaccines and other vaccines.
4. Schedule appointments to fill these vaccine needs. Ask for reminders to come back for appointments.

Referral for travel consults: _____ Other consults: _____

Developed by American Pharmacists Association and APhA Foundation



Adapted from work of the National Adult and Influenza Immunization Summit (NAIIS)
www.izsummitpartners.org

Supported by Pfizer



Illustration: How to Complete

My Vaccine Action Plan

Patient Name	Date
Patient Email	Patient Telephone
Vaccine Provider	Provider Contact

CASE: Susan is 49 years old and sees you in September for influenza vaccination. Her health history and vaccination records show that she needs several other vaccines: Tdap, the current COVID-19 vaccine, and hepatitis B. She has diabetes, so she needs pneumococcal vaccination. When she turns 50 in April, she will need zoster vaccination. She has no international travel plans at present.

PATIENT INPUT: Susan is concerned about getting respiratory infections in the winter. She wants to receive her influenza, pneumococcal, and COVID-19 vaccines as soon as possible, but she wants her COVID-19 vaccination separately because she remembers systemic symptoms for a few days after her last dose. She isn't as worried about tetanus immunity but agrees to receive Tdap later. Same for HepB. She will get shingles vaccination when she turns 50.

Instructions & Choices:

1. Enter year for this month and following months. Add specific dates for appointments.
2. Fill in any upcoming appointments already scheduled (include other health services if desired).
3. List vaccines recommended in the next 12 months: [Influenza](#), [Tdap](#), [COVID-19](#), [hepatitis B](#), [pneumococcal](#), [zoster](#)
Sort vaccines by priority in timing: [Influenza](#), [pneumococcal](#) >> [COVID-19](#) >> [Tdap](#), [hepatitis B](#) >> [zoster \(at 50\)](#)
How many vaccinations on same visit? _____ [You've given up to four at same visit, but Susan asks for max of 2 per visit]
4. Insert plan for each vaccine dose in table below.
Ways to prioritize: a. Series underway (e.g., HepA, HepB, HPV, MenB, zoster); b. New formula (e.g., COVID-19, influenza); c. High severity (e.g., pneumococcal, HPV, RSV); d. High frequency; e. Other (e.g., grandchildren, travel)

Customize plan for each patient's needs and preferences. Keep scheduling until all vaccine needs fulfilled.

My Vaccine Action Plan *(complete with your vaccine provider)*

Jan _____	Feb _____	Mar _____	Apr _____	May _____	Jun _____
Jul _____	Aug _____	Sep <u>11, 2024</u> <i>Influenza, pneumococcal</i>	Oct <u>16, 2024</u> <i>COVID-19 after mammogram</i>	Nov <u>13, 2024</u> <i>Tdap HepB #1</i>	Dec <u>11, 2024</u> <i>HepB #2</i>
Jan <u>2025</u>	Feb <u>2025</u>	Mar <u>2025</u>	Apr <u>2025</u> <i>Happy birthday! Zoster #1</i>	May <u>2025</u> <i>HepB #3</i>	Jun <u>2025</u> <i>Zoster #2</i>

Developed by American Pharmacists Association and APhA Foundation



Adapted from work of the National Adult and Influenza Immunization Summit (NAIIS)
www.izsummitpartners.org

Supported by Pfizer





Staying up to date on your vaccines is one of the best things you can do to protect your health. Vaccines provide protection against serious infections. Talk to your health care provider about which vaccines are right for you. Here’s a list of common adult vaccinations and infections they protect against.

Adult Vaccine Recommended	Disease vaccine protects against	Who should get the vaccine
COVID-19	COVID-19 is a disease caused by coronavirus germs that pass easily from one person to another. COVID-19 affects a person’s nose and throat and can sometimes affect a person’s lungs and can make it hard to breathe.	Get an updated COVID-19 vaccine if you have not been vaccinated with the 2023-2024 vaccine. People ages 65 years and older should receive one additional dose of any updated 2023–2024 COVID-19 vaccine at least 4 months following the previous dose of updated COVID-19 vaccine
Influenza (flu)	Influenza is a contagious respiratory disease. Flu is caused by a virus that attacks the nose, throat, and lungs. It can cause mild to severe illness and at times can lead to death.	Get a flu vaccine every year.
Tetanus-diphtheria-pertussis (Tdap)	Tetanus (T) causes painful stiffening of the muscles. Tetanus can lead to serious health problems, including being unable to open the mouth, having trouble swallowing and breathing, or death. Diphtheria (D) can lead to difficulty breathing, heart failure, paralysis, or death. Pertussis (aP) , also known as “whooping cough,” can cause uncontrollable, violent coughing that makes it hard to breathe, eat, or drink.	Get 1 dose of Tdap vaccine if you did not get it as an adolescent. Then, get Td (tetanus-diphtheria) or Tdap vaccine every 10 years after that.
Hepatitis A Hepatitis B	Hepatitis A is a contagious liver infection caused by the hepatitis A virus. Hepatitis A can be prevented with a vaccine. People who get hepatitis A may feel sick for a few weeks to several months but usually recover completely and do not have lasting liver damage. Hepatitis B is a liver disease caused by the hepatitis B virus. Some people can clear the virus from their body. For others, their hepatitis B infection will be a life-long infection. Hepatitis B can lead to serious health complications, including liver damage, cirrhosis, liver cancer, and death.	All children should receive the hepatitis A vaccine at 12-23 months of age. People who are more likely to be infected and people with chronic liver disease should also receive the vaccine. Doctors generally give the hepatitis A vaccine in two doses. You should get the second dose 6 to 12 months after the first shot. All people aged 19-59 years and people aged 60 and older with risk factors should receive the hepatitis B vaccine. People aged 60 and older without known risk factors may also receive the hepatitis B vaccine. Talk to your health care provider.

If you have additional questions, contact: St Louis County Public Health Duluth Office 218-725-5210, Virginia Office 218-471-7600

Suzu Van Norman, Public Health Nurse, Disease Prevention and Control Unit, St. Louis County Public Health, 218-725-5291.

Adult Vaccine Recommended	Disease vaccine protects against	Who should get the vaccine
Human papillomavirus (HPV):	Human papillomavirus (HPV) is a very common virus that is spread through intimate skin-to-skin contact. Most of the time, the body clears the virus. However, people who do not naturally clear the infection may have health problems that develop, including genital warts, and pre-cancers and cancers of the throat and mouth, cervix, vulva, vagina, penis, or anus.	Catch-up vaccination is recommended for everyone through age 26 years. For most people it means a total of 3 doses. For those that are 27-45 check with your healthcare provider.
Measles-mumps-rubella (MMR):	Measles is a highly contagious respiratory disease caused by a virus. A rash usually appears a few days after the cold-like symptoms. It is a serious disease that can lead to hospitalization and even death. Mumps is a viral infection that primarily affects the salivary glands located between the ear and the jaw. Rubella (German measles) is a rash illness caused by a virus. If a pregnant woman who is not immune to rubella is infected, the unborn baby can become infected and develop complications known as congenital rubella syndrome.	If you were born in 1957 or later, you need at least 1 dose of MMR. Those going to or working at a school or institute of higher education, travelers, and health care workers need 2 doses.
Varicella (chickenpox)	Chickenpox is a highly contagious disease caused by the varicella-zoster virus. Symptoms include an itchy, blister-like rash in addition to other symptom. This virus remains in your nervous system after infection.	If you never had chickenpox and were never vaccinated against it, you need 2 doses of varicella vaccine.
Zoster (shingles):	Shingles is a painful rash caused by reactivation of the varicella-zoster virus, the same virus that causes chickenpox.	People 50 years or older need 2 doses.
Pneumococcal:	Pneumococcal disease is a serious bacterial infection that causes infections, such as pneumonia, meningitis, bloodstream infections, that may lead to death.	There are 2 pneumococcal vaccines for adults 65 years and older. Younger adults at increased risk might need a dose of vaccine. The type and number of doses will be determined by your health care provider.
Respiratory syncytial virus (RSV):	Respiratory syncytial virus, RSV , is a common virus that usually causes mild respiratory illness in infected individuals. It can cause more severe disease in vulnerable individuals, such as infants and older adults.	All adults ages 75 and older. Adults ages 60-74 who are at increased risk of severe RSV disease

Stay on top of your immunization history by downloading the DOCKET App from the Apple App Store (I-Phone) Play Store (Android) or

go to the Docket Website: <https://docket.care>

Card printing instruction

1. **Open the Print Menu:** Press Ctrl + P (Windows) or Cmd + P (Mac) to open the print dialog.

2. **Select Printer:** Choose your printer from the list.

4. **Enable Double-Sided Printing:**

- Look for an option labeled “Double-sided,” “Two-sided” or “Print on both sides.”
- If available, select "Flip on long edge" for standard double-sided printing.

4. **Print:** Click Print to start printing double-sided pages.



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What ideas for change or action did you hear in today's conversation that can lead to a plan? Be specific and start small.



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