



**UNCW Pandemic Flu Exercise
October 10, 2007
After Action Report**

In coordination with Environmental Health & Safety and the
Pandemic Flu Committee



October 20, 2007
UNCW Environmental Health & Safety Department

EHS

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UNCW Pandemic Flu Exercise
After Action Report
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Executive Summary

The UNCW Pandemic Flu tabletop exercise took place on October 10, 2007. This exercise was conducted to better prepare UNCW emergency responders for a widespread pandemic influenza situation. Participants were presented with a scenario and asked to respond in real time according to the UNCW Pandemic Influenza Response Plan. All participants received a copy of the plan prior to the exercise.

The exercise scenario took participants through four modules. However, because of limited time, participants were only able to discuss two of the modules. During these two modules, participants identified many successes in UNCW's pandemic flu procedures as well as several challenges. Successes included the quick identification of a suspected avian flu case at UNCW, effective coordination with the New Hanover County Health Department, and excellent cooperation between the participating groups and departments. Issues included a lack of academic policies for pandemic flu situations, difficulties in communicating with UNCW community members working and studying abroad, and lack of the identification of essential functions at UNCW and succession plans to keep these essential functions filled.

Overall, discussion flowed well throughout the exercise and the scenario presented challenges to all participants. The UNCW Pandemic Flu exercise enhanced coordination and cooperation between and among emergency responders and Pandemic Flu Committee members and unearthed several issues that when resolved will allow for better response to pandemic flu situations by UNCW personnel. With successes and issues noted, UNCW is now more practiced in pandemic flu response and recovery procedures and emergency operations can continue to improve at UNCW.

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Exercise Overview

Exercise Name: UNCW Pandemic Flu Exercise

Location: UNCW Campus – Seahawk Landing Pool House Conference Room

Type of Exercise: Tabletop

Exercise Date: October 10, 2007

Participating Organizations

Sponsor: UNCW Environmental Health & Safety Department

Participants:

- UNCW Environmental Health & Safety
- UNCW Police
- UNCW Crisis Decision Team (CDT)
- UNCW Marketing and Communications
- UNCW Physical Plant
- UNCW Human Resources
- UNCW Business Affairs
- UNCW Student Health
- UNCW Student Affairs
- UNCW School of Nursing
- UNCW Information Technology Systems Division
- UNCW International Programs

Number of Participants

- Players: 15
- Controllers/Evaluators: 1
- Observers: 0

Materials

To conduct the exercise, the following materials were utilized:

- Computer
- Projector
- White board and markers
- Handouts
 - UNCW Pandemic Influenza Response Plan
 - Presentation (including objectives) (See Appendix A)
 - Exercise questions (See Appendix B)

Scenario Type

Biological, infectious disease

Focus

Preparedness, Initial Response, Continued Response, Recovery and Business Resumption

Exercise Overview

The UNCW Pandemic Flu Exercise was designed to be a two hour tabletop exercise. The goal of the exercise was to practice pandemic flu response procedures according to the UNCW Pandemic Influenza Response Plan using a made-up scenario, and establish changes and revisions that need to be made to existing procedures.

The exercise was designed to:

- Improve the readiness of UNCW's responders for pandemic flu emergencies.
- Assess, validate, and update UNCW's Pandemic Influenza Response Plan.
- Provide an opportunity for training for individuals newly appointed to positions required to respond during a pandemic flu emergency and promote discussion about pandemic flu response procedures.

Participants were advised that the exercise was a "no-fault" exercise and that they would be informally evaluated by each other and themselves. This allowed players to test their response actions in a no-fault learning environment. At the same time, the controller collected information in order to assess performance of critical tasks during exercise play using UNCW plans and procedures.

Exercise Evaluation

This exercise used an informal self-evaluation procedure. The controller evaluated response actions and participants noted where improvements needed to be made in their individual procedures. The controller took detailed notes on the events of the exercise and participants were also asked to note where challenges occurred and improvements needed to be made. These notes were collected by the controller after the exercise. Immediately following the exercise, the controller facilitated a hotwash.

In keeping with the no-fault nature of this exercise, the evaluation embodied in this report examines the plans, procedures, and response systems utilized in this exercise. As an evaluated practice, individual and team player performances were observed and documented in order to make recommendations for future improvements. Observations focus primarily on overall unit actions and the interaction between response personnel rather than on individual players.

Exercise Objectives

1. Learn about the unique challenges a pandemic poses to the health and well-being of the UNCW community.
2. Identify gaps and issues in the UNCW Pandemic Flu Plan that need to be addressed.
3. Evaluate how the existing UNCW Pandemic Flu Plan and emergency management structure addresses the challenges posed by a pandemic influenza event.
4. Assess how UNCW will coordinate its response with local, state, and federal entities during a pandemic event.

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Exercise Events Synopsis

Scenario Overview

The events depicted in the scenario took place during normal operations on UNCW's campus. Because unique viruses have formed in several countries throughout the world, universities are vulnerable to infectious disease emergencies and/or pandemic influenza events. As such, UNCW must prepare for the possibility of pandemic flu situation because there is a possibility that this scenario could actually occur.

The scenario takes place from the summer of 2007 through December of 2007 during a normal semester at UNCW.

Methodology

After receiving scenario information from the exercise controller, participating departments discussed response actions in a tabletop setting. Participants acted in their real-time roles and were divided into groups based on function. These groups included the Crisis Decision Team, Business Affairs, Student Affairs, and Academic Affairs. Exercise questions were specific for each group. All responders sat in one room to increase awareness of information flow and decisions made by different participating groups. The controller interjected information as needed throughout the scenario and answered participants' questions as necessary.

Scenario

Module 1: Preparedness

Situation:

Summer 2007

- Human-to-human transmission of H5N1 confirmed in several Asian countries.
- WHO declares a Phase 5 Pandemic Alert.
- CDC issues travel recommendations.
- Flu spreading rapidly throughout Europe and Asia.

Fall semester begins

- Suspected cases in major US cities.

Module 2: Initial Response

Situation:

October 2007

- A student on the UNCW men's soccer team returns from a trip to Northeastern University in Boston, Massachusetts where he played in a game.
- The student has been complaining of flu-like symptoms since he returned and goes to the Student Health Center to get checked out.
- Dr. Meyer examines him suspects that this is a case of the Avian flu.

Module 3: Continued Response*

Situation:

November 2007

- Avian Flu cases have been reported all throughout the country.
- WHO issues a statement that the strain is particularly virulent for children and young adults.
- Students have begun to self-evacuate and many employees are not showing up for work.
- Shipments of food and supplies are being delayed due to widespread shortage of available workers.

Module 4: Recovery and Business Resumption*

Situation:

December 2007

- The CDC and WHO announce that the first wave of the pandemic is over. A second wave may occur within the next few months.
- Many students and staff members are still ill; several students remain on campus and most employees are still not reporting to work.

**Due to time constraints, participants were only able to discuss the first two modules.*

Exercise Timeline

1. Introduction (10 min)
2. Four Modules:
 - Module 1: Preparedness (25 min)
 - Module 2: Initial Response (25 min)
 - Module 3: Continued Response (25 min)
 - Module 4: Recovery and Business Resumption (25 min)
3. Within each Module:
 - Scenario (5 min)
 - Discussion in groups (10 min)
 - Presentation (10 min)
 - Facilitator may interject with more scenario information during the discussions.
4. Hotwash (10 min)

Successes

The scenario used in this exercise presented situations to the participants that enabled them to practice unfamiliar and new procedures. The exercise also allowed for increased coordination between all of the participating departments. While the exercise brought out areas that need improvement, several successes emerged during exercise plan as well, including the following:

- Excellent coordination and communications between departments within the same groups (i.e. the Crisis Decision Team, Academic Affairs, Student Affairs, and Business Affairs).
- Quick thinking and diligent work by Student Health personnel to identify and isolate the first flu case on campus.
- Good use of social distancing procedures in the early stages of the pandemic flu situation.
- Effective communication and education to the UNCW community about respiratory protection.
- Timely decision making by the Crisis Decision Team, in coordination with Student Health, to cancel classes and close the campus.
- Several revisions to the UNCW Pandemic Influenza Response Plan resulted from this exercise that will create a more cohesive, well-written plan.

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Issues Summary

The UNCW Pandemic Flu Exercise brought forth a number of issues concerning the response to a pandemic flu situation at UNCW. These issues have been grouped into the following categories:

- Direction, Control, and Coordination
- Resource Management
- Planning
- Communications and Warning
- Operations and Procedures
- Logistics and Facilities
- Training and Exercises
- Crisis Communication, Public Education, and Information Management
- Finance and Administration

These categories are a modified version of the elements of the National Fire Protection Association (NFPA) standard on Disaster/Emergency Management and Business Continuity Programs. NFPA 1600 identifies elements of any effective comprehensive emergency management program and is considered the national standard for emergency management. These categories will promote organization of current and future policies, plans, and procedures into a logical emergency management framework.

Direction, Control, and Coordination

1. UNCW needs a succession plan and alternates for essential functions because UNCW leaders may be unavailable due to onset of a pandemic flu.

Proposed Action: Each area/department needs an official depth chart for essential functions.

Responsible department(s): All university departments must prepare a succession plan for essential functions. The Pandemic Flu Committee will coordinate this task.

2. There is a need for a university liaison to be stationed at the New Hanover County Health Department during a pandemic flu type emergency.

Proposed Action: Designate a university staff person, preferably one within Student Health, to report to the New Hanover County Health Department during a pandemic flu emergency.

Responsible department(s): Student Health (designation), EH&S (add to plan)

Resource Management

1. There is no contingency plan in place for the loss of personnel who hold essential functions.

Proposed Action: Along with creating succession plans, create a contingency plan for the loss of personnel expected during a pandemic flu emergency.

Responsible department(s): Pandemic Flu Committee

2. There is no plan or program for personal protective equipment (i.e. respirators) assignment and distribution. Furthermore, there is no clear knowledge of how large the current university stockpile is, nor any understanding of how long that stockpile will last.

Proposed Action: Create a risk assessment for the understanding of surgical versus N95 masks as well as create an accurate inventory count of UNCW supplies and how long the current stockpile will last. Add this information to the UNCW Pandemic Influenza Response Plan.

Responsible Department(s): EH&S

Planning

1. The UNCW Pandemic Influenza Response Plan needs language that states that UNCW will follow the direction of the Center for Disease Control for travel restrictions at a minimum. Whereas, UNCW will not be able to implement any type of direction to the UNCW community less than what the CDC recommends, but does reserve the right to implement direction above a beyond what the CDC recommends for travel situations.

Proposed Action: Add information to the UNCW Pandemic Influenza Response Plan stating that UNCW will follow CDC guidance for travel restrictions.

Responsible Department(s): EH&S, International Programs

2. Currently, the plan does not dictate procedures for a declared state of emergency, nor does it describe when and how a state of emergency will be declared.

Proposed Action: Add information to the UNCW Pandemic Influenza Response Plan about the declaration of a state of emergency, including specific steps that need to be taken by UNCW responders when this occurs.

Responsible Department(s): EH&S

3. Currently, the plan does not discuss “essential functions,” nor are they designated in the plan.

Proposed Action: Add information to the UNCW Pandemic Influenza Response Plan about essential functions and designate these within all departments at UNCW.

Responsible Department(s): EH&S, Human Resources, Pandemic Flu Committee

Communications and Warning

No issues concerning communications and warning in a pandemic flu emergency were encountered during the exercise.

Operations and Procedures

1. During a pandemic flu event, it may be necessary to cut some but not all UNCW services. A prearranged priority listing of all UNCW services needs to be in place so that the most pertinent functions can still operate with limited staff.

Proposed action: Create a priority system to determine which functions must continue and which may be allowed to expire during a pandemic flu emergency.

Responsible Department(s): Pandemic Flu Committee

2. Academic policies need to be created for the case that the campus is closed and the university decides to continue classes through alternate means. These policies must include the media in which classes will be taught and a uniform grading scheme developed for the entire academic community.

Proposed Action: Convene academic representatives of the Pandemic Flu Committee to create academic policies that address the continuation of classes during a pandemic flu emergency.

Responsible Department(s): Pandemic Flu Committee

3. If the campus is closed, there should be human resource and academic affairs policies that govern faculty and staff who work from home.

Proposed Action: Convene the Pandemic Flu Committee to flesh out policies for working from home. Check on the current/proposed telework policy.

Responsible Department(s): Pandemic Flu Committee

4. Specific surveillance procedures for possibly ill persons on campus have not yet been developed.

Proposed Action: Develop health surveillance procedures and add these to the UNCW Pandemic Influenza Response Plan.

Responsible Department(s): EH&S, Pandemic Flu Committee, Student Health

5. Currently there is no way to track where students will go if the campus closes due to a pandemic flu event.

Proposed Action: Develop an electronic tracking mechanism where students, faculty and staff can input their location after campus closure. In the meantime, utilize hurricane check-out procedures used in the residence halls.

Responsible Department(s): Housing and Residence Life, ITSD

6. UNCW decision makers and emergency responders may need to have meetings during a pandemic flu emergency but may not be able to have these meetings in person due to the contagion. Similarly, while Emergency Operations Center functions may need to be utilized, the Emergency Operations Center may not be able to be activated because of the disease.

Proposed Action: Consider using WebEOC software to manage pandemic flu emergencies. Discuss with New Hanover County how UNCW can best utilize this software. Also consider the use of PIER for this function.

Responsible Department(s): EH&S

Logistics and Facilities

1. In the case of an outbreak on campus, the university is unclear about the steps required to implement quarantine on campus.

Proposed Action: Clarify role in isolation and quarantine procedures including coordinating with local and state officials.

Responsible Department(s): EH&S, in coordination with the New Hanover County Health Department.

Training and Exercises

1. Two hours did not allow enough time for the exercise participants to work through all four modules. Working through all of the modules would have allowed for valuable discussion from all of the participants.

Proposed Action: In the future, allow more time for emergency exercises if possible. Or, set aside another date and time to continue this exercise.

Responsible Department(s): EH&S

Crisis Communication, Public Education, and Information Management

1. During a pandemic flu emergency, it needs to be clear which department has the responsibility to address family members whose students are studying abroad. It is also unclear which communication method will reach faculty, staff, students, and researchers who are abroad in the timeliest manner.

Proposed Action: Add a section to the Crisis Communications Plan about how and what to communicate to faculty, staff, students, researchers who are abroad in a pandemic flu emergency. Determine who will communicate with parents of students who are abroad.

Responsible Department(s): Marketing and Communications, International Programs

2. Concerned parents may call the university during a pandemic flu crisis. There is no clear department charged with answering and returning their phone calls. Scripts are also needed to ensure uniformity when communicating crisis information with families.

Proposed Action: Create pandemic flu emergency scripts to ensure uniformity in communication. Designate a department to be responsible for answering inquires by phone from parents. Include in pandemic flu plan a designation for a call center where all questions regarding pandemic flu emergency will be routed.

Responsible Department(s): Marketing and Communications

3. Educational tools promoting hand washing and describing personal protective equipment use need to be created and put online so that the UNCW community can learn about these things prior to a pandemic event.

Proposed Action: Create online learning materials and modules about hand washing and personal protective equipment and promote these materials to the UNCW community at large.

Responsible Department(s): EH&S, Marketing and Communications

Finance and Administration

No issues concerning finance and administration in a pandemic flu emergency were encountered during the exercise.

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Conclusion

In the past century, pandemic flu has occurred three times killing millions of people world wide. It is common belief among many scientists that a pandemic flu will occur again in the course of human history. Therefore, it is important for UNCW to plan and prepare for such an event. UNCW has made an effort to update plans and procedures in order to become as prepared as possible for a pandemic flu outbreak, and all hazards. The UNCW Pandemic Flu exercise enhanced these efforts to become better prepared.

The UNCW Pandemic Flu exercise allowed UNCW emergency responders and members of the Pandemic Flu Committee to practice response actions in a pandemic flu situation. The scenario allowed them to react to challenging situations brought about by a pandemic flu emergency and enabled them to practice coordination and information flow between the different participating groups. Several successes and issues in plans and procedures were noted. Overall, the exercise created a better readiness at UNCW to respond to pandemic flu events and any major emergency requiring emergency response by UNCW personnel.

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Appendix A: Exercise Presentation

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Pandemic Flu Tabletop Exercise

October 10, 2007
Pandemic Flu Planning Committee and the
Crisis Decision Team

Exercise Format

- Tabletop Exercise
- FEMA's definition: "a facilitated analysis of an emergency situation in an informal, stress-free environment."
- Roles: facilitator and participants
- Discussion based (all simulated)
- A "no-fault" exercise
 - Evaluating plans, not people

Exercise Schedule

- Introduction (10 min)
- Four Modules:
 - Module 1: Preparedness (25 min)
 - Module 2: Initial Response (25 min)
 - Module 3: Continued Response (25 min)
 - Module 4: Recovery and Business Resumption (25 min)
- Within each Module:
 - Scenario (5 min)
 - Discussion in groups (10 min)
 - Presentation (10 min)
 - Facilitator may interject with more scenario information during the discussions.
- Hotwash (10 min)

Introduction

- What is a pandemic?
 - A pandemic flu occurs when a flu strain new to humans quickly emerges and cause widespread illness. This new strain can originate from the resorting of human and animal (such as bird or avian) strains that leads to sustained human-to-human transmission.
- 20th Century Pandemics
 - 1918 Spanish Flu
 - H1N1
 - 50-100 million deaths, <1 million in the US
 - 1957 Asian Flu
 - H2N2
 - 1-4 million deaths, ~70,000 in in the US
 - 1968 Hong Kong Flu
 - H3N2
 - 1-4 million deaths, ~34,000 in the US

Flu terms defined

- **Seasonal (or common) flu** is a respiratory illness that can be transmitted person to person. Most people have some immunity, and a vaccine is available.
- **Avian (or bird) flu (AI)** is caused by influenza viruses that occur naturally among wild birds. Low pathogenic AI is common in birds and causes few problems. H5N1 is highly pathogenic, deadly to domestic fowl, and can be transmitted from birds to humans. There is no human immunity and no vaccine is available.
- **Pandemic flu** is virulent human flu that causes a global outbreak, or pandemic, of serious illness. Because there is little natural immunity, the disease can spread easily from person to person. Currently, there is no pandemic flu.

From: pandemicflu.gov

Current Situation

- Requirements for a pandemic:
 - New virus (H5N1)
 - Transmitted from animals to humans
 - Causes disease in humans
 - Efficient person to person transmission
- WHO Levels

Inter-pandemic phase	Low risk of human cases	1
New virus in animals, no human cases	Higher risk of human cases	2
Pandemic alert	No or very limited human-to-human transmission	3
New virus causes human cases	Evidence of increased human-to-human transmission	4
	Evidence of significant human-to-human transmission	5
Pandemic	Efficient and sustained human-to-human transmission	6

Why a pandemic flu tabletop?

- Uncertainties:
 - When a pandemic will occur
 - What virus will lead to a pandemic (H5N1 or another strain?)
 - Virus' susceptibility to anti-virals
 - How long it will last/how many waves will come through
- Therefore, it is important to plan!
- Also required by General Administration

Rules and Expectations

- The facilitator will introduce each module and provide participants with scenario information in the order the events would occur.
- All information will be provided to participants. If participants are unsure about something, they can ask the facilitator.
- At the end of each module, the scenario will be suspended for questions and discussion among groups.
- Participants will respond to the situation presented based on their knowledge and current plans and procedures. The facilitator will moderate the discussion.

Objectives

- Learn about the unique challenges a pandemic poses to the health and well-being of the UNCW community.
- Identify gaps and issues in the UNCW Pandemic Flu Plan that need to be addressed.
- Evaluate how the existing UNCW Pandemic Flu Plan and the emergency management structure addresses the challenges posed by a pandemic influenza event.
- Assess how UNCW will coordinate its response with local, state, and federal entities during a pandemic event.

Groups

- Crisis Decision Team
 - Max Allen, Sharon Boyd, Cindy Lawson, Pat Leonard, Eileen Goldgeier, William Fleming
- Academic Affairs
 - Manuel Avalos, Yeounsoo Kim, Denise DiPuccio
- Student Affairs
 - Peter Meyer, Katrin Wesner, Edgar Berry
- Business Affairs
 - Kay Ward, Stan Harts, David Donaldson, Tom Freshwater, Zachery Mitcham

Module 1: Preparedness

- Situation:

Summer 2007

- Human-to-human transmission of H5N1 confirmed in several Asian countries.
- WHO declares a Phase 5 Pandemic Alert.
- CDC issues travel recommendations.
- Flu spreading rapidly throughout Europe and Asia.

Fall semester begins

- Suspected cases in major US cities.

Module 2: Initial Response

- Situation

October 2007

- A student on the UNCW men's soccer team returns from a trip to Northeastern University in Boston, Massachusetts where he played in a game.
- The student has been complaining of flu-like symptoms since he returned and goes to the Student Health Center to get checked out.
- Dr. Meyer examines him suspects that this is a case of the Avian flu.

Module 3: Continued Response

- Situation:
November 2007
 - Avian Flu cases have been reported all throughout the country.
 - WHO issues a statement that the strain is particularly virulent for children and young adults.
 - Students have begun to self-evacuate and many employees are not showing up for work.
 - Shipments of food and supplies are being delayed due to widespread shortage of available workers.

Module 4: Recovery and Business Resumption

- Situation
December 2007
 - The CDC and WHO announce that the first wave of the pandemic is over. A second wave may occur within the next few months.
 - Many students and staff members are still ill; several students remain on campus and most employees are still not reporting to work.



Hotwash

Appendix B: Exercise Questions

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Module 1: Preparedness Discussion Questions

Crisis Decision Team

- Which key personnel will you gather for preparedness discussions about the pandemic flu situation? Does this situation warrant a meeting of the CDT? The EOG?
- Will you activate UNCW's Pandemic Flu Plan at this point? How will you communicate this to key personnel?
- What major decisions need to be made during this preparedness period?
- How/what would you communicate with/to local and state health departments? Local and state emergency management?
- How will you designate mandatory personnel?
- How are you tracking the progress of the pandemic flu within the United States?
- What special policies (if any) need to be put into place at this point?
- What kind of succession plan will you prepare for the possible absence of key university officials?
- How will you communicate with the UNCW community about the pandemic flu situation? What will you communicate to them?
- What planning needs to be done for the next operational period?

Module 1: Preparedness Discussion Questions

Student Affairs

- How will you deal with concerned parents who are contacting the school for more information?
- How will you deal with students who are spontaneously evacuating? How will you track the whereabouts of students?
- What educational information and materials will you provide to students about the pandemic flu and personal hygiene?
- With which external entities must you coordinate?
- What emergency plans will you put in place at this point? What planning needs to be done for the next operational period?

Module 1: Preparedness Discussion Questions

Academic Affairs

- What will you communicate to faculty/researchers concerning the possibility of a pandemic flu outbreak? How will you tell them to prepare?
- With which external entities must you coordinate?
- What will you communicate to faculty and students traveling abroad? How will you communicate with them? What travel policies will you put into place at this point?
- What other emergency plans will you put in place at this point? What planning needs to be done for the next operational period?

Module 1: Preparedness Discussion Questions

Business Affairs

- How will you prepare for a possible shortage of personnel in essential service areas on campus?
- What kind of training/information will you provide to your staff to prepare for a possible pandemic flu outbreak?
- With which external entities must you coordinate?
- What supplies will you gather/stockpile to prepare for a possible pandemic flu outbreak? How will you distribute/implement or store these supplies?
- How will you prepare for the possibility that vendors/suppliers may not be able to deliver needed supplies?
- What plans will you put into place to ensure delivery of essential items (such as food and water)?
- How will you prepare for the possibility that payroll and other financial systems may have to function remotely/off-site?
- How will you handle the purchasing of extra supplies?
- What emergency plans will you put in place at this point? What planning needs to be done for the next operational period?

Module 2: Initial Response Discussion Questions

Crisis Decision Team

- Now that there is a suspected case of Avian Flu on campus, what major decisions need to be made? What decisions will you make regarding other students who have come into contact with the infected student? (Quarantine? Isolation? “Social Distancing”? Cancelling classes?)
- How will you identify, track, and report possible flu cases on campus?
- How will you coordinate with local and state officials?
- Will you activate the EOC at this point? Who will you appoint to work in the EOC (position titles only)?
- How will you identify critical university functions that must continue (despite rising absenteeism)? How will you ensure that these functions continue?
- What university personnel or subject matter experts will you call in to assist you with decision making at this point?
- How will you plan for the next phases of the pandemic flu emergency?

Crisis Communications

- What/how are you communicating to the university community about the possible avian flu case at UNCW?
- How will you communicate with local, state, and federal media who are contacting you about the suspected case? What will you tell them?

Human Resources

- What policies will you put in place for working from home?
- What policies will you put into place for employee use of sick leave?
- How are you dealing with the increased absenteeism of employees?
- How will you deal with specific Human Resource issues that may become magnetized in this situation, such as health benefits and workers compensation?

Following the confirmed diagnosis of the student athlete, there is an increasing number of possible cases on campus. Employees and students are becoming understandably concerned and are beginning to self-evacuate. Parents are calling their students and telling them to leave campus to return home. How will you handle this?

Module 2: Initial Response Discussion Questions

Student Affairs

- How will you communicate with parents about the student athlete situation?
- What/how will you communicate to students who may have come into contact with the infected student?
- How will you handle the possible Avian Flu case in the Student Health clinic?
- How will you coordinate/communicate with local and state health officials?
- How will you handle the “worried well” that will result after word of this case spreads?
- What steps will you take to enhance influenza surveillance for pandemic influenza?

Module 2: Initial Response Discussion Questions

Academic Affairs

- What recommendations will you provide to the Crisis Decision Team about the cancellation of classes?
- Will alternate methods of instruction be provided if classes are canceled? If so, which ones?
- How will you advise faculty to handle this situation (i.e. increased absences from class, worries about showing up to teach, how to provide alternate instruction, etc.)?
- How will you plan for the next phase of the outbreak?

Module 2: Initial Response

Discussion Questions

Business Affairs

- What steps will you take to enhance influenza surveillance for pandemic influenza?
- What specialized supplies and equipment will you need to utilize at this point?
- How will you deal with the possible outflow/spontaneous evacuation of students the Avian Flu case will cause?
- If a quarantine or isolation order is issued by local health officials and decision makers, how will you handle the implementation and security of these situations?
- On top of these extra duties, how will you ensure daily operations still function throughout the situation? How will you deal with the continued decrease of staff members?
- How will you instruct housekeepers to handle the increased possibility of disease transmission? How will you handle this in terms of the sharing of equipment and supplies among employees?
- How will you order/distribute specialized supplies to operations staff?
- How will you ensure the continued delivery of food and water to the campus community (especially to students in quarantine and isolation)?
- How will you deal with the interruption of deliveries of supplies due to personnel shortages in the supply chain?
- How will you ensure proper finance procedures occur for the ordering and stockpiling of supplies?
- How will you enable “emergency purchases” if they are necessary?

Module 3 – Continued Response Discussion Questions

Crisis Decision Team

- What key major decisions must be made at this point?
- What events will you cancel at this point? Will you consider canceling classes (if you have not already done so)?
- Which facilities/buildings will remain opened on campus and which will close?
- How will you manage quarantine and isolation measures that have been put into place? How will you track students and employees, especially if quarantine, isolation, and/or evacuation orders are issued?
- How will you report any deaths that may occur as a result of the pandemic?
- How will you disseminate vaccines/anti-virals, if they become available? Who will you work with to determine their availability and distribution?
- How will you manage the possibility of Trask being used as a mass dispensing site by the county? What staff will you provide for assisting with this operation?
- How will you deal with increased teleworking of employees? What policies need to be put into place for teleworking to function? Which departments must you coordinate with to ensure this happens seamlessly?
- What supplies/services will/can you provide to employees who continue to work from home?
- How will you plan for the next phase of the outbreak?

Module 3 – Continued Response Discussion Questions

Student Affairs

- What services will you provide to students who live off campus?
- How will you handle the large influx of calls from parents and students requesting information about the pandemic situation?
- How will you provide care to students in quarantine and isolation?
- What tasks will you perform if an evacuation of students is issued?
- How will you handle the surge of ill students and employees? How will you coordinate with local and state agencies?
- How will you handle students who cannot evacuate (such as international students)?
- How will you plan for the next phase of the outbreak?

Module 3 – Continued Response Discussion Questions

Academic Affairs

- How will you continue UNCW's mission of education if students and employees are evacuating?
- What contingencies will you plan for if classes are canceled?
- If classes are canceled, how will the academic calendar be adjusted? (Keep in mind this is occurring in November.)
- How/what will you communicate with/to any faculty and/or students who are stuck overseas? How will you assist faculty and students who are being retained in foreign countries?
- How will you plan for staff shortages in areas where critical research is conducted?
- If classes are canceled, how will you handle the issuing of grades and credits to students, especially if the remainder of the semester is canceled?
- How will you plan for the next phase of the outbreak?

Module 3 – Continued Response Discussion Questions

Business Affairs

- How will you handle the possible interruption of utilities as absenteeism increases in private industry?
- How will you support students who must remain on campus in residence halls?
- Is UNCW's IT system robust enough to accommodate a sudden and sharp increase in remote access? How will you handle this?
- What steps need to be taken to prepare UNCW (i.e. Trask) to become a dispensing site for vaccinations/anti-virals, if this is requested by local authorities?
- What supplies need to be distributed at this point? How will this get done?
- How will you address the possibility that supplies may become depleted?
- How will you handle fit testing (for N-95 masks and/or respirators) for a large number of individuals?
- With staff shortages, how will you continue to operate financial functions for ordering supplies and other tasks associated with the pandemic situation?
- How will you continue to operate UNCW's day-to-day financial functions?
- When will you institute business continuity plans for finance functions such as payroll?
- How will you plan for the next phase of the outbreak?

Module 4 – Recovery and Business Resumption Discussion Questions

Crisis Decision Team

- What decisions will you make regarding the resumption of normal business operations? What actions will you take to return to normal operations? Consider short staff levels.
- When/how will you request that students and employees return to campus, if they have left?
- How will you notify students and employees who have left campus about UNCW's status?
- How will you deal with the families of the deceased students and faculty? What is your responsibility toward them?
- What departments on campus will be crucial to the recovery efforts? How will you manage these departments during recovery operations?
- What plans will you put into place for replacing employees who are unable to return to work?
- What new services may need to be offered to the university community during recovery efforts (for example, counseling services)? How will these be provided?
- How will you handle salary/leave adjustments for employees who have missed many days of work and also for essential employees who have worked overtime?
- How will you deal with scrutiny from the press about UNCW's response to the pandemic?
- What long-term recovery issues can you foresee as a result of this situation?
- How will you plan for the next wave of the pandemic?

Module 4 – Recovery and Business Resumption Discussion Questions

Student Affairs

- How will you prepare for the arrival of students back onto campus?
- What additional services will you provide to students in the wake of the pandemic (for example, increased medical personnel presence in residence halls, counseling, etc.)?
- How will you handle students whose parents will not allow them to return to campus?
- What plans will you make for the next wave of the pandemic? How will you communicate these procedures to students and parents?

Module 4 – Recovery and Business Resumption Discussion Questions

Academic Affairs

- How will you adjust the semester calendar based on interruptions that may have occurred because of the pandemic?
- How will you handle requests for tuition reimbursement?
- How would an event like this affect researchers/faculty on campus? Would the school's reputation be damaged, and therefore affect the possibility of attracting high quality personnel?
- How will you plan for the next wave of the pandemic?

Module 4 – Recovery and Business Resumption Discussion Questions

Business Affairs

- What actions will you take to return to normal operations? Consider short staff levels.
- What departments on campus will be crucial to the recovery efforts? How will you manage these departments during recovery operations?
- What supplies and equipment will need to be replenished? How will you do this?
- How will you deal with the possibility that the supply chain may still be interrupted due to staff shortages?
- How will you deal with the possibility that utilities may still be interrupted?
- How does budgeting account for extreme losses that may have occurred during this time or as a result of the pandemic?
- How will donations be handled? Will monetary donations be solicited?
- How will you handle salary/leave adjustments for employees who have missed many days of work and also for essential employees who have worked overtime?
- How will you plan for the next wave of the pandemic?

Appendix C: NFPA Categories

The following are explanations of the categories used in this report to classify issues brought out during the 2007 UNCW Pandemic Flu Exercise. These categories are a modified version of the elements of the National Fire Protection Association (NFPA) standard on Disaster/Emergency Management and Business Continuity Programs. NFPA 1600 identifies elements of any effective Comprehensive Emergency Management Program and is considered the national standard for emergency management.

Direction, Control, and Coordination

During the pre-, trans-, and post-incident phases of emergency operations, direction, control, and coordination allow officials to analyze the emergency situation and decide how to quickly and effectively respond, direct and coordinate response forces, coordinate with other jurisdictions, and use available resources efficiently and effectively.

Resource Management

Resource management involves the systematic development of methodologies for the prompt and effective identification, acquisition, distribution, accounting, and use of personnel and major items of equipment for essential emergency functions.

Planning

Emergency management involved the development of several different kinds of plans. It involved strategic plans that set the overall program course and direction; emergency operations/response plans that focus on the mechanisms for activating the organization and its assets during an actual operation; mitigation plans that focus on land use planning and the prevention and reduction of the impacts of hazards; and recovery plans that guide the organization through restoration of services, facilities, and functions following a disaster event.

Communications and Warning

Communications involve establishing, using, maintaining, and providing backup for all types of communications devices required in day to day emergency and response operations. Warning comprises the dissemination of timely forecasts of all hazards requiring emergency response actions to officials and the public.

Operations and Procedures

This program element involves the development, coordination, and implementation of operational plans and procedures that are fundamental to an effective disaster response and recovery. Also included are standard operating procedures (SOPs) and checklists that provide the detailed instructions that an organization needs to fulfill responsibilities assigned in the Emergency Operations Plan.

Logistics and Facilities

This program element involved the identification, location, acquisition, distribution, and accounting for services, resources, materials, and facilities that are required to adequately support emergency management activities.

Training and Exercises

Training involved the assessment, development, and implementation of training and educational programs for public and private officials and emergency response personnel. The exercise element examines programs of regularly scheduled exercises designed for assessment and evaluation of emergency response plans and capabilities.

Crisis Communication, Public Education, and Information Management

This program element addresses mechanisms for communicating between planning, response, and logistical agencies; mechanisms for instructing the public and keeping them informed of new developments, and the types of information and intelligence that must be communicated to facilitate any operation.

Finance and Administration

In addition to having sound financial and administrative procedures for daily operations, it is equally important to have procedures in place to ensure that fiscal decisions can be expedited and will be in accordance with established authority levels and accounting principles. These procedures should include establishing and defining the responsibilities for the program finance authority, program procurement procedures, payroll, and accounting systems to track and document costs.