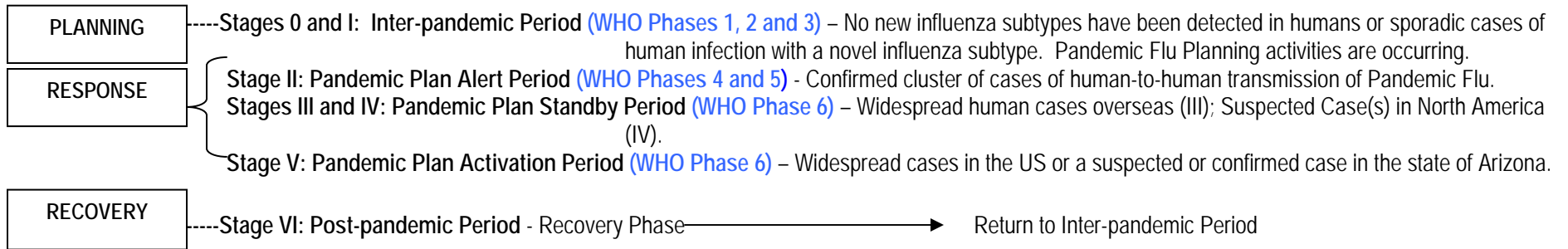


University of Arizona Pandemic Influenza-Response Activities by Levels (Campus Specific)



	STAGES 0 and I Planning Stage	Stage II Alert, Confirmed Cluster of Cases	Stage III and IV III: Widespread Foreign Pandemic IV: Suspected US Pandemic	Stage V Widespread US Pandemic	Stage VI Recovery Stage
Pandemic Response Planning Subgroup (of the CERT)	<ol style="list-style-type: none"> Identify key stakeholders to include in planning process Determine emergency response personnel Identify key issues and strategize the decision-making process Identify current gaps in the Emergency Response Plan (ERP) and use the CDC checklist as guideline to address gaps and help with overall planning process Review and update the Emergency Communications Plan (ECP) in regards to a pandemic response. Review pandemic response plans. 	<ol style="list-style-type: none"> Activate CERT Pandemic Response Planning Subgroup Monitor Situation/ Emergency response personnel receive N95 mask fit testing and training in respiratory protection from Risk Management & Safety (RM& S) Involve external agencies in pandemic response planning (i.e. Pima county HD, University Medical Center) Run periodic pandemic disease tabletop exercises. Prepare and communicate travel advisories if indicated. 	<ol style="list-style-type: none"> Convene the CERT Core Group for a situation briefing and review of the pandemic response plan and recommend implementation of appropriate portions of the plan. Activate the communications plan for the campus community Emergency response personnel receive appropriate respiratory protection supplies from RM& S. Assess inventories of public health supplies (masks, hand cleansers, etc.) and prepare for distribution and further acquisitions. Communicate regularly with the Pima County Health Department (PCHD). Prepare and communicate 	<ol style="list-style-type: none"> Convene the full CERT for a briefing and review of the pandemic response plan and recommend implementation of those portions of the plan that are appropriate for this level. Continue to provide regular communications to the UA community in collaboration with the PCHD's Joint Information Center (JIC) and county Public Information Officers (PIOs). Assess resources needed and acquisition and allocation plans. 	<ol style="list-style-type: none"> Revise travel-related containment measures when appropriate. Provide supplemental information for post-recovery. Review the effectiveness of the execution of the pandemic communications and response plans and suggest improvements as warranted.

	STAGES 0 and I Planning Stage	Stage II Alert, Confirmed Cluster of Cases	Stage III and IV III: Widespread Foreign Pandemic IV: Suspected US Pandemic	Stage V Widespread US Pandemic	Stage VI Recovery Stage
			updated travel advisories if indicated.		
Campus Emergency Response Team	<ol style="list-style-type: none"> 1. Identify key players/partners 2. Identify gaps, update the Campus Emergency Response Plan (CERP) and practice CERP and ICS. 3. Determine emergency operations personnel 4. Review and update the Emergency Communications Plan (ECP) in regards to a pandemic response. 5. Explore effective ways to communicate with the entire campus community. 	<ol style="list-style-type: none"> 1. Practice CERP and ICS through tabletop exercises that include important community agencies and partners 2. Develop and maintain a viable communications system for the CERT and the UA community. 3. Communicate and work w/ ADHS & Pima County Health Department regarding planning, surveillance, trigger points, thresholds, legal authority etc. 4. Communicate with other college health services to share information on pandemic response planning. 5. Involve other key players in planning (Facilities Management, Mental Health, Residence Life etc.) 6. Test Linkages between university's ICS and ICS of local/state agencies 7. Develop an Equipment and supplies inventory related to a pandemic response on campus. 8. Develop a system to monitor general numbers re: daily faculty or staff absences. 	<ol style="list-style-type: none"> 1. Communicate regularly with the Pima County Health Department 2. Request that the CERT Core Group be convened for a briefing and to review the pandemic response plan. 3. Compose & coordinate communications for the UA community with Office of Public Affairs 4. Coordinate response plans with the CERT Chair and the President's Office 5. Emergency operations personnel receive appropriate respiratory protection supplies. 6. The Crisis Response Team and the Critical Incident Stress Mgmt Team are briefed and response plans are reviewed. 	<ol style="list-style-type: none"> 1. Request that the full CERT be convened for a briefing and to implement the pandemic response plan 2. CERT Planning Section prepares an Incident Action Plan (IAP) for various periods of pandemic duration 	
University Police	<ol style="list-style-type: none"> 1. Determine emergency operations personnel 2. Identify and prioritize training on pandemic flu 3. Identify personnel to receive training 4. Define role of university police in pandemic situation. 	<ol style="list-style-type: none"> 1. Campus Health and others trains dispatchers, security, and police on pandemic flu 2. Alert Campus Health if encountering individual(s) with flu-like symptoms 3. Emergency operations personnel receive fit test and training on respiratory protection (N95 masks) from RM&S 	<ol style="list-style-type: none"> 1. Implement policy for transporting individuals to hospitals 2. Coordinate w/ transportation services as necessary 3. Essential personnel receive appropriate respiratory protection supplies. 	<ol style="list-style-type: none"> 1. Secure buildings as necessary. Coordinate w/ RM&S re: the posting of signage on closed buildings. 2. Notify CHS of suspected cases for surveillance purposes 3. Assign emergency operations personnel to maintain public/campus safety and security 	

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		4. Establish policy for transportation services (i.e. students w/ health related complaints to a health care facility)			
Facilities Management	<ol style="list-style-type: none"> 1. Determine emergency operations personnel 2. Work with pandemic planning staff to discuss FM role in pandemic planning 	<ol style="list-style-type: none"> 1. Identify essential buildings and their maintenance needs in an emergency. 2. Establish facility decontamination procedures by cleaning staff 3. Emergency operations personnel receive N95 mask fit testing and training on respiratory protection from RM&S 4. Coordinate w/ CERT and Incident Commander to identify building capacities, resources, etc. 	<ol style="list-style-type: none"> 1. Emergency operations personnel receive appropriate respiratory protection supplies. 2. Maintain communications w/ IC 3. Review pandemic response procedures. 	<ol style="list-style-type: none"> 1. Implement pandemic response procedures as indicated. 2. Post signage on secured buildings/coordination with campus police. 3. Maintain 24-hour emergency staff incase of emergency facilities needs. 	
Risk Management & Safety	<ol style="list-style-type: none"> 1. Participate in pandemic planning process 2. Work w/ key players to determine the number of N95's and other public health supplies (surgical masks, hand sanitizers, etc.) to purchase 3. Discuss liability insurance for mass clinic on campus (possibly covered under federal law) 4. Identify labs with potentially hazardous chemical or biological reagents that will require care should there be a closure or severe loss of personnel. 	<ol style="list-style-type: none"> 1. Assess respiratory protection plan and resources 2. Evaluate capacity for large hazardous material and for biohazard waste disposal 3. Emergency operations/ personnel receive N95 mask fit testing and training in respiratory protection 4. Coordinate with the subgroup chair and communications team to develop travel advisories to notify faculty & staff travelers entering from affected regions to limit their exposure to others and watch for signs of infection, as well as what to do if they become ill. 5. Maintain communications with appropriate CERT members. 	<ol style="list-style-type: none"> 1. Review pandemic response procedures. 2. Coordinate with subgroup chair and communications team to prepare and communicate updated travel advisories if needed. 3. Arrange for additional medical waste pickups 4. Essential personnel receive appropriate respiratory protection supplies. 	<ol style="list-style-type: none"> 1. Implement pandemic response procedures. 	<ol style="list-style-type: none"> 1. Revise travel-related containment measures if appropriate. 2. Coordinate financial/cost recovery with appropriate agencies (insurance, federal, etc.)
President's Office	<ol style="list-style-type: none"> 1. Determine emergency operations personnel 2. Work with the CERT 	<ol style="list-style-type: none"> 1. Receive information from CERT Chair and Pandemic Response Planning Subgroup. 	<ol style="list-style-type: none"> 1. Briefed by the CERT Pandemic Response Planning Subgroup with a 	<ol style="list-style-type: none"> 1. Implement the pandemic response plan. 2. President participates in 	<ol style="list-style-type: none"> 1. Monitor the UA Business Continuity and

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Provost's Office	<p>Policy Group to develop pandemic response P&Ps as indicated/needed.</p> <p>*Policies and Procedures to Consider:</p> <ul style="list-style-type: none"> a. Isolation and Quarantine b. Travel Restrictions c. Class Cancellations or Campus Closure d. Student/Employee Absence e. Stockpiling f. Student Housing g. Infection Control h. Liability and Credentialing i. Requiring direct deposit of paychecks j. Effect on conditions of employment for lengthy closures k. Flexible workplace issues l. Return to work approval m. Compensation n. Adjustments to the academic calendar o. Alternate teaching sites and/or methods. <p>3. Include UA South and the Phoenix Biomedical Campus in any planning activities.</p>	<ul style="list-style-type: none"> 2. Review content of internal and external public information bulletins and announcements. Work with Public Affairs to select appropriate university spokesperson(s) for media reporting. 3. Emergency operations personnel receive N95 mask fit testing and training in respiratory protection from RM&S 4. Restrict official or school related travel of faculty, staff and students into areas of the pandemic based on CDC and World Health Organization (WHO) recommendations. 5. Develop a system to monitor general numbers re: daily faculty or staff absences. 6. Develop triggers for making the decisions to close down all or parts of the university. Issues included here are: <ul style="list-style-type: none"> a. Policy on deadlines for tuition, financial assistance, fees, fines, drop/add, refunds, final grade submission, etc. b. Impact of temporary closure on student progress and remedies available to mitigate this impact. 7. Identify the institutional procedures and resources available and needed to assure the continuity of instruction and related operations for students and faculty in the event of large-scale absences. Issues included here are: 	<p>review of the pandemic response plan.</p> <ul style="list-style-type: none"> 2. Evaluate information on institutional effects of the scenario and set response priorities as appropriate 3. Emergency operations personnel receive appropriate respiratory protection supplies from RM&S 4. Revise travel restrictions as appropriate based on updated CDC recommendations. 	<p>communications to the public, media and U of A community as needed.</p> <ul style="list-style-type: none"> 3. Restrict movement on and off campus for activities/athletic events if advised to do so. 4. Authorize temporary suspension of classes or closure if indicated based on pre-determined triggers. A key issue here is communicating advanced warning and then timely sharing of closure and resumption of business information. 5. Implement the UA Business Continuity and Disaster Recovery Plan as indicated. 	<p>Disaster Recovery Plan</p> <ul style="list-style-type: none"> 2. Revise travel-related containment measures if appropriate.

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		<ol style="list-style-type: none"> a. Alternatives to in classroom instruction. b. Departmental procedures for combining classes or sharing teaching responsibilities. c. Flexibility concerning student absences. d. Procedures to secure confidential student information (e.g. test scores, grades, etc.) when alternative instructional methods are employed. 			
University Communications /Office of Public Affairs	<ol style="list-style-type: none"> 1. Determine emergency operations personnel and chain of command. Explore options for key personnel to work remotely. 2. Identify primary spokesperson for media 3. Draft prevention messages about proactive efforts at U A to prevent or contain a pandemic with links to appropriate state & federal websites. 4. Identify technical experts (for web, phone messages, video/audio) 5. Establish a pandemic response section linked from the main UA website. 6. Coordinate with colleagues at county/state re: plan for emergency 	<ol style="list-style-type: none"> 1. Draft internal and external bulletins and announcements, with the subgroup chairperson, and coordinate distribution to key audiences. Post information on pandemic planning website. 2. Emergency operations personnel receive N95 mask fit testing and training in respiratory protection from RM&S 3. Hold public forum (or assist other agencies holding forums), to be broadcast via Internet and Arizona Telemedicine Program to sites throughout the state. 4. Test communication systems (websites, listservs, mass voice mail, etc.) 5. Provide a list of avian flu experts to the media. 6. Continue to coordinate with colleagues at other agencies. 7. Provide links to key national news stories and relevant information sources on "UA Pandemic Plan" page on CERT website. 	<ol style="list-style-type: none"> 1. Assemble emergency operations communications personnel to coordinate communications efforts. 2. Ensure close coordination with the President's Office, DOS Office and other campus groups, as well as the Pima County Health Dept. UMC, Kino, and other government agencies, and UMC. 3. Post and record bulletins and updates on the UA website and CERT website. 4. Follow the UA Campus Emergency Response Plan (CERP), ensuring all emergency communications provide current information. 5. Emergency operations personnel receive appropriate respiratory protection supplies. 	<ol style="list-style-type: none"> 1. Follow the Emergency Communications Plan. 2. Maintain close and regular contact with the PCHD PIO and the Joint Information Center (JIC). 	<ol style="list-style-type: none"> 1. Handle post pandemic communications to key audiences and media 2. Review the effectiveness of the execution of the emergency communications plan and suggest improvements as warranted.

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	<p>communications.</p> <p>7. Explore effective ways to communicate with the entire campus community.</p> <p>8. Help plan/promote a public forum on avian flu.</p>	<p>8. Prepare internal/external messages for likely scenarios for use in later stages of the pandemic.</p> <p>9. Create communications promoting good public health hygiene as an infection control measure and encouraging people to get an annual flu vaccine.</p>			
<p>Business Affairs (BA): Finance & Purchasing</p> <p>Budget Office, FSO, Systems Control, and PACS</p>	<p>1. Work with key players in and outside of Business Affairs (BA) to address necessary financial policies such as direct deposit and en masse tuition refunding</p> <p>2. Identify response trigger points to initiate emergency finance policies</p> <p>3. Identify critical people within Business Affairs and maintain their contact information; develop succession plans</p> <p>4. Departmentally, identify ways to operate critical financial systems from remote locations</p> <p>5. Departmentally, review and update Business Affairs pandemic response and Continuity of Operation Plans (COOP)</p>	<p>1. Monitor situation</p> <p>2. Provide BA staff information on signs/symptoms of flu</p> <p>3. Coordinate CERT travel advisories with FSO Travel Office</p> <p>4. Review pandemic response plans with administrators</p> <p>5. Departmentally, review COOPs with staff</p> <p>6. Review trigger points and financial policies with BA management</p> <p>7. Test critical remote system operations</p> <p>8. Departmentally, create time log of actions taken to aid in decision making and recovery stage review of effectiveness</p> <p>9. Departmentally, keep record of man hours and expenses directly spent on the pandemic</p>	<p>1. Provide decision makers with timely financial information on revenue impacts, closure costs, etc.</p> <p>2. Gather required information for possible implementation of mandatory direct deposit or rechargeable prepaid debit cards</p> <p>3. Communicate with key vendors for ACH and electronic payment information; notify bank(s) with UA P-Card contract</p> <p>4. PACS will begin stockpiling the 22nd St Warehouse with supplies (water, first aid kits, masks, gloves, etc.)</p> <p>5. Provide financial guidance for campus units stockpiling medications, masks, cleaning supplies, food, etc.</p>	<p>1. Financial document triage; absenteeism may allow only the high priority documents to be processed</p> <p>2. If conditions warrant, activate mandatory payroll mechanism and/or electronic payment for key vendors</p> <p>3. Implement remote access for critical financial processes if absenteeism or conditions require</p> <p>4. Plan for and determine if conditions require marshalling of funds to support response efforts</p> <p>5. If extended closures or cancellation of semester occurs, be prepared to implement tuition refunding policies en masse</p> <p>6. Make vehicles and staff available to aid in the response</p>	<p>1. Work with auxiliary units such as Police, Res Life, FM to address deficits caused by service provision</p> <p>2. Provide supplemental information for post-recovery</p> <p>3. Utilize log of actions to review the effectiveness of the financial policies, identify gaps in planning, and suggest improvements</p> <p>4. Review financial statements for necessary adjustments for pandemic response expenses</p>
<p>Residential Life & Dining</p>	<p>1. Participate in pandemic planning process</p> <p>2. Develop pandemic</p>	<p>1. Develop plans for handling exposed and ill students.</p> <p>2. Emergency operations personnel</p>	<p>1. Review the pandemic response plan and implement appropriate</p>	<p>1. Implement the pandemic response plan.</p> <p>2. Communicate regularly with</p>	

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	<p>response plans pertinent to the needs and potential situations faced by Residence Life and Student Union Dining Services</p> <ol style="list-style-type: none"> Determine emergency operations personnel. Develop agreements (MOA) with public/private sector to provide services (e.g. facilities for isolation or quarantine if requested by the PCHD) during a pandemic Develop agreements with other UA service providers (e.g. FM) for possible reciprocal staffing if needed. 	<ol style="list-style-type: none"> receive N95 mask fit test and training in respiratory protection from RM&S staff. Order and stock a supply of surgical masks for use by Residence Life staff and students in the residence halls if needed. Identify roles of essential staff: leadership, communications, food acquisition, maintenance and housekeeping Ensure emergency response menu is planned for various degrees of need. Determine how to access public health supplies (e.g. surgical masks, hand sanitizers, etc.) when needed. Establish facility decontamination procedures by cleaning staff. Dining Services and Residence Life staff to develop a plan for the distribution of food supplies in the residence halls if needed. Emergency operations personnel receive the current influenza vaccine. 	<ol style="list-style-type: none"> portions of the plan. Dining services to assess inventories of public health and emergency food and water supplies (masks, hand cleansers, bottled water, soups, etc.) and prepare for distribution and further acquisition. Emergency operations personnel receive surgical masks. Work with the CERT Pandemic Response Planning Subgroup chair and communications team to deliver public health and self care messages to students living in Residence Life facilities. Notify the CHS of suspected cases for surveillance purposes. 	<p>the CERT Pandemic Response Planning Subgroup chair regarding the health status of students living in Residence Life facilities and the response and status of the staff.</p> <ol style="list-style-type: none"> Work with Campus Health to set up a "House Call" system in the residence halls to check on residents and RAs who are ill. 	
Campus Health/Medical Services	<ol style="list-style-type: none"> Coordinate pandemic plan with the PCHD and local medical providers and clinics Determine emergency operations personnel and surge capacity In-service training for pandemic flu Promotion campaigns on hand-hygiene, 	<ol style="list-style-type: none"> Communicate to potential patients that if they have influenza symptoms and have traveled to (or have been visited by persons from) affected countries to call the Campus Health Service before coming in for care. Establish isolation exam rooms Follow State and County protocol for patient testing Emergency operations personnel 	<ol style="list-style-type: none"> Isolate and monitor suspected cases Identify contacts of suspected case Initiate prophylaxis of contacts if anti-virals are effective and available Establish additional phone triage lines for Campus Health Service 	<ol style="list-style-type: none"> Isolation rooms in Health Center are available if ill students present there. Identify patient contacts and refer to primary care physician or Triage nurses for anti-viral prophylaxis if available. Set up alternate points of care provision (supplemental clinics) for symptomatic patients or those qualifying for 	<ol style="list-style-type: none"> Revise travel-related containment measures Implement closing of supplemental clinics when appropriate Provide supplemental

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	<p>coughing/sneezing etiquette and annual flu shots.</p> <ol style="list-style-type: none"> Discuss social distancing procedures Identify alternate points of care provision (internal and external to the current health center) Develop inventory list and begin to stockpile supplies necessary for dealing with potentially infected patients (e.g. N-95 masks, surgical masks, hand sanitizers, tissues) Vaccinate staff against seasonal flu Identify resources (food, lodging, etc.) for Campus Health staff if required to stay on campus for an extended period of time in response to a pandemic Monitor the CDC, WHO and ACHA websites for information on a pandemic scenario and responses. 	<p>receive N95 mask fit test and training on respiratory protection from RM&S.</p> <ol style="list-style-type: none"> Work w/l the Pima County Health Department for operational plan for surge capacity Evaluation criteria for employees/students potentially exposed Develop procedures for mass clinic vaccination and/or medication dispensing. Develop a protocol for monitoring and supporting cases in residence halls, and on campus fraternities and sororities Establish protocol for isolation & quarantine authority if appropriate and needed. Develop a plan for providing 24/7 counseling services for students, faculty and staff including services provided via telephone or the Internet. Provide UA administration with a cost estimate for securing supplies for a pandemic response Establish a plan for the continuation of CHS building maintenance and operational support during a pandemic situation. 	<ol style="list-style-type: none"> Involve Counseling and Psychological Services (CAPS) for pre-event counseling for emergency operations personnel – coordinate this under the general MH plan with LWC and/or CISM team. Emergency operations personnel receive appropriate respiratory protection supplies. Administer vaccine when available Implement Infection Control policies & procedures that help limit the spread of influenza Provide sufficient and accessible infection prevention supplies Coordinate and communicate procedures/policies regarding travel containment measures (screening travelers from infected areas, etc.) Develop a protocol for care of the deceased that addresses storage until notification of family and transfer of remains. 	<p>antivirals or the vaccine and provide evaluation and care, or distribute antivirals and vaccine if available from local caches / SNS at these alternate clinic sites.</p> <ol style="list-style-type: none"> Communicate to students, faculty and staff that if they have flu symptoms to call the CHS before coming in for care – can be directed to alternate clinic sites if appropriate. 	<p>information for post-recovery</p> <ol style="list-style-type: none"> Coordinate w/ mental health for post pandemic support services.
Computing and Information Technology	<ol style="list-style-type: none"> Determine emergency operations personnel. Preplan IT support for university e-mails, websites etc in the 	<ol style="list-style-type: none"> Emergency operations personnel receive appropriate respiratory protection supplies. Maintain e-mail and internet connectivity. 	<ol style="list-style-type: none"> Arrange for emergency telephone lines to be established at EOC, Campus Health, Counseling and Consultation, Deans 	<ol style="list-style-type: none"> Maintain phone lines. Maintain e-mail and Internet connectivity. Provide support for faculty administering their courses 	<ol style="list-style-type: none"> Hire and replace personnel if needed.

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	<p>event of a pandemic situation.</p> <ol style="list-style-type: none"> Identify specialized tools and necessary exceptions, as agreed by the broader planning group, for working and attending class from home. 		<ol style="list-style-type: none"> Offices, Human Resources, and Employee assistance, Residence Life facilities etc. Initiate telecommunications emergency response, if needed. Maintain e-mail and internet connectivity. Maintain relevant administrative systems in a work from home situation. 	<ol style="list-style-type: none"> on line instead of in person. Maintain relevant administrative systems in a work from home situation. 	
Student Affairs	<ol style="list-style-type: none"> Determine emergency operations personnel Draft plans to address needs/support services for students (undergraduates, graduates and Greek houses, Internationals, etc.) Develop a communications plan to communicate key pandemic response information to students, parents and any other key stakeholders. 	<ol style="list-style-type: none"> Coordinate w/ the Office of International Affairs, RM&S, Campus Health and the President's Office to monitor student travelers entering from affected regions and assist with communications to international students and their families Identify department personnel available for telephone support work. Emergency operations personnel receive mask fit test and training on respiratory protection from RM&S Develop alternate procedures to assure continuity of instructions (web-based distance education, mailed lessons & assignments, etc) Initiate the communications plan. 	<ol style="list-style-type: none"> Review the pandemic response plan and implement appropriate portions of the plan. Assist with telephone consultation and support for the anticipated increase in phone volume. Identify personnel for communicating with families in the event of serious illness or death Emergency operations personnel receive appropriate respirator protection supplies. The Crisis Response Team and the Critical Incident Stress Mgmt Team are briefed and response plans are reviewed. 	<ol style="list-style-type: none"> Implement the pandemic response plan. Communicate the plan to students, parents and any other key stakeholders. 	
Human Resources	<ol style="list-style-type: none"> Develop an approved HR communications plan Determine/Identify HR emergency operations personnel; provide 	<ol style="list-style-type: none"> Establish mandatory sick leave policies for employees suspected of being ill or exposed to pandemic influenza. Implement policies for absences unique to a pandemic event. 	<ol style="list-style-type: none"> Emergency operations personnel receive appropriate respiratory protection supplies. Work with Public Affairs to communicate essential and 	<ol style="list-style-type: none"> Implement modified HR Policies related to pandemic influenza or an all-hazards event. 	<ol style="list-style-type: none"> Provide staff for insurance and medical questions Implement HR Business Recovery Plan

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	<p>University units with a plan/process for identifying unit essential personnel.</p> <ol style="list-style-type: none"> 3. Cross train HR personnel in essential jobs; assist departments/units in developing cross-training plans. 4. Develop HR telecommunications capabilities 5. Prepare an HR Business Continuity Plan 6. Establish policies for staff, faculty and student sick-leave absences related to a pandemic flu or all-hazards event. 7. Determine HR Decision-Making Process? (When to recommend alternate work sites/plans, implement related policies, etc.?) 8. Staffing/ Staff Management – assist units in determining minimum staffing levels and plans for managing their operations at those reduced staffing levels (develop an HR tool for succession planning). 9. Define/Determine how the following policies 	<ol style="list-style-type: none"> 3. Implement flexible workplace policies unique to a pandemic flu or all-hazards event. 4. Identify personnel available for HR telephone support work. 5. Emergency operations personnel receive fit testing and training on respiratory protection from RM&S. 6. Work with UA Central Administration regarding a policy requiring direct deposit. 	<p>important information to employees.</p>		

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	would be modified during a pandemic flu or all-hazards event: a. Flexible/Alternate workplace b. Return to work c. Use of Sick Leave d. Absence unique to pandemic flu or an all-hazards event e. Compensation f. Pay				
Mental Health & Psychosocial Support	1. Develop plans for multiple populations/ situations, including healthcare workers. L&WC as the lead unit. See Appendix A 2. Develop broad informational resources for the campus community pertaining to psychosocial and work/life needs. 3. Collaborate with UA Communications as appropriate to disseminate this information. 4. Develop resilience programs for departments, staff, students, etc., to include work/life, family and alternative work arrangement issues. 5. Develop an educational plan for the programs in #4.	1. L&WC to coordinate w/ the Pandemic Response Planning chair and communications team to develop prepared announcements, the timeline for their distribution and a resiliency educational plan. 2. Evaluate faculty/staff/students access to and availability of mental health services. 3. Prepare a plan to address MH and stress mgmt issues, including support personnel and materials. 4. Encourage the use of tools/techniques for supporting staff/students and their families during time of crisis. 5. Implement resilience and educational plans and programs as triggers warrant.	1. The Crisis Response Team and the Critical Incident Stress Mgmt Team are briefed and response plans are reviewed. 2. Work with the Pandemic Response Planning Subgroup chair and communications team to develop, if needed, and communicate self-care and behavioral health information.	1. Implement the pandemic response plan. 2. Implement CISM measures as appropriate. 3. Provide consultative assistance to departments experiencing organizational problems due to the pandemic.	1. Provide appropriate counseling post-recovery 2. Provide mental health services follow-up as needed. 3. Provide MH support for organizational recovery on a departmental level as appropriate.

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Vice President for Research	<ol style="list-style-type: none"> 1. Pre-determine which laboratories will require special attention in the event of a University closure. 2. Ensure that the University has a written emergency plan for maintaining animal care facilities on the main campus and at the College of Medicine in the event of the need to close buildings or the university. 3. Determine policy at NIH/NSF and other funding agencies for long-term lab closures that prevent research progress. 4. Instruct PIs to develop a prioritized list of equipment and experiments that must be maintained on a regular basis. Identify cases in which failure to provide regular maintenance will result in costly equipment failure or hazardous situations. Prepare written instructions for maintenance procedures in these instances. 5. Instruct PIs to develop a list of potentially dangerous or labile reagents or cell lines that 	<ol style="list-style-type: none"> 1. Communicate pandemic response plans to the responsible administrators at the college and central administration level. 	<ol style="list-style-type: none"> 1. Review and be ready to implement the emergency plan for maintaining animal care facilities. 2. Review and be ready to implement the emergency plans for maintaining vital research and research support infrastructure in individual labs, departments, buildings, and colleges 	<ol style="list-style-type: none"> 1. Implement the emergency plan for maintaining animal care facilities. 2. Implement the emergency plans for maintaining vital research and research support infrastructure in individual labs, departments, buildings, and colleges. 	

	STAGES 0 and I Planning Stage	Stage II Alert, Confirmed Cluster of Cases	Stage III and IV III: Widespread Foreign Pandemic IV: Suspected US Pandemic	Stage V Widespread US Pandemic	Stage VI Recovery Stage
	<p>must be maintained on a regular basis. Prepare written instructions for maintenance procedures in these instances.</p> <p>6. Identify one responsible party per laboratory or research group to be allowed access during campus closure. Set up a communications network within the unit. Prepare an emergency care manual that includes instructions for critical maintenance procedures.</p> <p>7. Coordinate emergency plans among individual laboratories within a department or building. Develop plans for sharing key personnel to implement critical maintenance procedures.</p>				
Deans, Department Heads and Directors	<ol style="list-style-type: none"> 1. Determine essential functions. 2. Determine emergency operations personnel 3. Develop a depth chart and succession plan for emergency operations personnel. 4. Develop alternatives to business as usual. Areas to address include: <ol style="list-style-type: none"> a. Travel Restrictions b. Class Cancellations or Campus Closure 	<ol style="list-style-type: none"> 1. Communicate pandemic response plans to staff at the college and departmental level. 2. At the college and departmental level, practice the communications and pandemic response plans developed. 	<ol style="list-style-type: none"> 1. Review and implement the communications plan developed for the college and/or department. 2. Review the college and departmental pandemic response plans with faculty and staff. 	<ol style="list-style-type: none"> 1. Implement the pandemic response plan for the college and departments. 2. Continue to implement the college and departmental communications plan. 	<ol style="list-style-type: none"> 1. Implement the college and departmental business/operations recovery plan. 2. Review the effectiveness of the execution of the pandemic communications and response plans and suggest improvements as warranted.

	STAGES 0 and I Planning Stage	Stage II Alert, Confirmed Cluster of Cases	Stage III and IV III: Widespread Foreign Pandemic IV: Suspected US Pandemic	Stage V Widespread US Pandemic	Stage VI Recovery Stage
	<ul style="list-style-type: none"> c. Student/Employee Absence d. Flexible workplace issues e. Alternate teaching sites and/or methods f. Return to work approval. <ul style="list-style-type: none"> 5. Develop a communications plan for the college and/or department. 6. If involved in research, see the section under VP for Research for other planning issues. 				
Individuals and Families	<ul style="list-style-type: none"> 1. Become informed about pandemic flu by accessing the CDC website at www.pandemicflu.gov. 2. Regularly check the UA Pandemic Planning website at http://cert.arizona.edu/index.php?id=pandemic 	<ul style="list-style-type: none"> 1. Discuss ways to prepare for a pandemic event with family and co- workers. 2. All emergency operations personnel should receive the current influenza vaccination. 	<ul style="list-style-type: none"> 1. Use the CDC Pandemic Flu Planning Checklist for Individuals and Families to make sure you and your family is prepared for this type of situation. 	<ul style="list-style-type: none"> 1. If you haven't already, institute individual public health measures – frequent hand washing, distancing yourself from non family members who are ill, covering your cough or sneeze with a tissue or your sleeve and staying home if you are ill. 	

COMMUNICATIONS PLANNING: CRITICAL COMPONENT TO BE CONSIDERED DURING LEVEL O-PLANNING

1. Assess readiness to meet communication needs
2. Establish ECP and revise regularly
3. Establish call down tree
4. Establish system to convert to 24-hour operations
5. Develop and test platforms (hotlines, dedicated websites, local radio, etc)
6. Develop list of local media contacts to rapidly disseminate info
7. Develop website/flyers/educational materials on pandemic flu
8. Ensure culturally and linguistically appropriate
9. Identify key staff responsible for public relations
10. Communication inventory (equipment)

TYPES OF ACTIVITIES THAT SHOULD BE IN PROCESS BY DIFFERENT DEPARTMENT AND WILL REQUIRE A COORDINATED EFFORT BY MULTIPLE GROUPS (i.e., Campus Health, FM, RM &S, PRESIDENT’S OFFICE, etc.)

STAGE IV	STAGE V	STAGE VI
<ol style="list-style-type: none"> 1. Activating Emergency Communications Plan 2. Activate CERT Core Group and full CERT rapidly if needed 3. Activate Pandemic Hotline (or Pandemic Response website) 4. Refine and deliver messages to students/faculty/parents 5. Provide timely and accurate information 	<ol style="list-style-type: none"> 1. Move to 24 hour operations 2. Hold Q/A forum for parents (outside university or use the Pandemic Response website) 3. Revise/update the Emergency Communications Plan (ECP) 	<ul style="list-style-type: none"> • Debrief faculty/students/parents • Revise/update ECP • Revise any travel restrictions temporarily imposed during the pandemic • Do a debriefing on the effectiveness of the UA response and the ECP

APPENDIX A

The following activities are in the general University of Arizona Pandemic Influenza Response Matrix, Stages 0 and I, for the Mental Health and Psychosocial Support Response:

1. Develop plans for multiple populations/situations, including healthcare workers. LWC as lead unit.

Status: The entire campus community can be divided into different populations along many dimensions. Examples include: faculty/staff/student status; single, partner, or parent with school-age children; U.S. citizen or international; etc. As a pandemic unfolds, these dimensions will include health status: worried well-asymptomatic, worried well-symptomatic, suspected case, confirmed case, recovering, family member ill, etc. All psychosocial and work/life responses must be tailored to fit the individuals and groups based on these many dimensions, so plans for multiple populations and situations must necessarily be flexible.

In the end, MHP planning uses the standard tool of CISM planning, the division of people into hot, warm and cold groups based on traumatic exposure. *These divisions are not diagnostic; rather, they are to facilitate the assessment of individuals within these divisions.* This planning tool can be represented visually, as in Fig. 1.

The matrix on the following pages is a draft of the MHP plan based on the Hot-Warm-Cold population division.

One of the critical steps in the progression of this planning activity has been the development of a campus CISM team, consisting of LWC and CAPS personnel, along with a number of staff from other areas of the University. Even with this development, the onset of a pandemic will severely strain this resource, and it is likely that psychosocial and work/life support from this team will be allocated based on priority (see below).

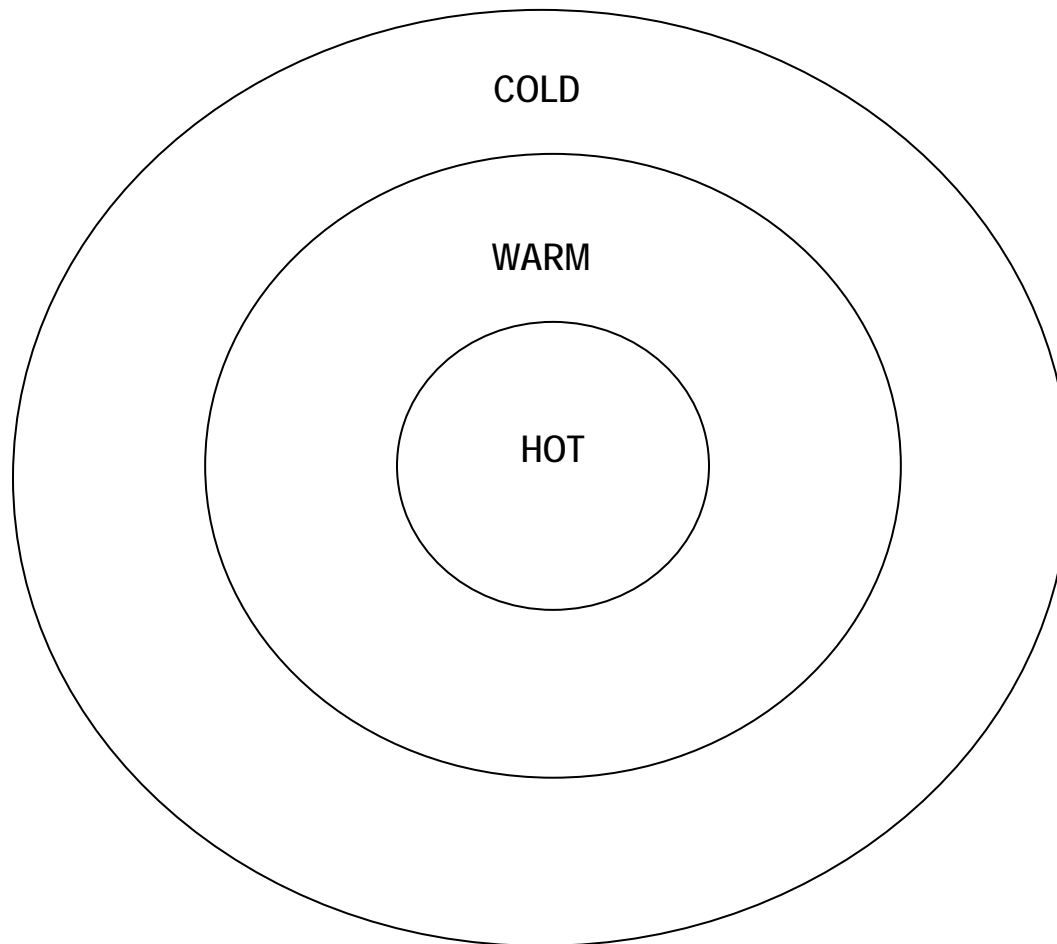


Fig. 1 – Concept of Hot/Warm/Cold zones as a psychological triage tool.

Examples of possible population distribution, based on potential risk of exposure:

HOT	WARM	COLD
Direct Healthcare Providers	Classroom Teachers/Students	Personnel w/outside jobs e.g., Grounds & Labor
Indirect HC Providers/Support staff	High Traffic Office Personnel	Everyone else...
ER & Alternate point of service staff	Small Office/High People Volume Personnel	
Quarantined patients	Personnel with high frequency 1:1 or small group meetings	
Isolated patients	UAPD, athletes, CatTran drivers	
	Dorm Residents	
	Dept. "Emergency Response Personnel"	

	STAGES 0 AND I	STAGE II	STAGE III AND IV	STAGE V	STAGE VI
Hot Group	<ol style="list-style-type: none"> 1. Facilitate relationships between CISM/MH providers. 2. Educate re: services available and general psychosocial plan. 3. Provide resiliency education as with general population. 4. No response unless requested. 	<ol style="list-style-type: none"> 1. Coordinate availability of psychosocial services unobtrusively with CHS response plan. 2. Establish regular communication with CHS Emergency Operations contact as isolation exam rooms are established and potential patients begin to appear. 3. Begin schedule planning for CISM team coverage in event of escalation to higher stages. 4. Respond as requested. 	<ol style="list-style-type: none"> 1. Provide occasional ad hoc, passive assessment and verbal reminders of available on-scene support and consultation. 2. Provide pre-event education and consultation in coordination with CHS plan. 3. Respond as requested. 	<ol style="list-style-type: none"> 1. Provide 24 hour on-scene and telephonic support for HC providers at all points of care upon CHS moving to 24 hour operations. 2. Provide telephone outreach consultations to confirmed cases as appropriate. 	<ol style="list-style-type: none"> 1. Provide individual and group follow-up as appropriate. 2. Review and create "after-action report".

	STAGES 0 AND I	STAGE II	STAGE III AND IV	STAGE V	STAGE VI
Warm Group	<ol style="list-style-type: none"> 1. Provide resiliency and work/life education as with general population using multiple channels of communication (e.g., newsletters, presentations, etc.). 2. No response unless requested. 	<ol style="list-style-type: none"> 1. At this point, constituency of Warm Group begins to become more specific. Ongoing "finger on the pulse" assessments begin. 2. Provide education about resiliency and availability of supportive psychosocial and work/life services in coordination with UA Communications. 3. Begin schedule planning for CISM team. 4. Respond as requested. 	<ol style="list-style-type: none"> 1. Continue specific identification of Warm Group constituency. 2. Begin more aggressive outreach education, assessment and consultation, in person and telephonically as identity of Warm Group clarifies. 3. Coordinate activities in conjunction with UACERT. 4. Respond as requested, keeping Hot Group as priority use of psychosocial resources. 	<ol style="list-style-type: none"> 1. Continue to assess constituency of Warm Group as it will likely shift over time. 2. Provide in-person and/or telephonic psychosocial and work/life support services as appropriate and requested. 	<ol style="list-style-type: none"> 1. Provide individual and group follow-up as appropriate, keeping Hot Group as priority in use of resources. 2. Review and include review in AAR.

	STAGES 0 AND I	STAGE II	STAGE III AND IV	STAGE V	STAGE VI
Cold Group	<ol style="list-style-type: none"> 1. Provide resiliency and work/life education as with general population using multiple channels of communication (e.g., newsletters, presentations, etc.). 2. No response unless requested. 	<ol style="list-style-type: none"> 1. Respond as requested. 2. Provide education about resiliency and availability of supportive psychosocial and work/life services in coordination with UA Communications. 	<ol style="list-style-type: none"> 1. Respond as requested, keeping Hot and Warm groups priority. 	<ol style="list-style-type: none"> 1. Respond as requested, keeping Hot and Warm groups priority. 	<ol style="list-style-type: none"> 1. Respond as requested, keeping Hot and Warm groups priority.