



Feidhmeannacht na Seirbhíse Sláinte  
Health Service Executive

## Guidance for Third Level Institutions in preparing for Pandemic (H1N1) 2009 (Swine Flu)

13<sup>th</sup> August

Version 2.1

These recommendations are designed to accompany the National Pandemic Influenza Plan, 2007 ([http://www.dohc.ie/publications/National\\_flu\\_plan.html](http://www.dohc.ie/publications/National_flu_plan.html)) and university /college emergency plans already in place. They are subject to change based on ongoing surveillance and continuous risk assessment.

1. Planning and Co-ordination			
Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensure you are familiar with the National Pandemic Influenza Plan, your local emergency plan and the most up to date information from the Department of Health (at <a href="http://www.dohc.ie/">http://www.dohc.ie/</a> ) and the Health Protection Surveillance Centre (at <a href="http://www.hpsc.ie">http://www.hpsc.ie</a> )
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify a pandemic coordinator and response team (including campus health services and mental health staff, student housing personnel, security, communications staff, physical plant staff, food services director, academic staff and student representatives) with defined roles and responsibilities for preparedness, response, and recovery planning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Delineate accountability and responsibility as well as resources for key stakeholders engaged in planning and executing specific components of the operational plan. Who is the college nominee to lead on emergency planning? Is there clarity of senior management roles and responsibilities?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensure that pandemic influenza planning is consistent with any existing third level institution emergency operations plan, and is coordinated with the pandemic plan of the community and of the Department of

			Education and Science
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a pandemic plan that includes timelines, deliverables, and performance measures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Incorporate into the pandemic plan scenarios that address third level institution functioning based upon having various levels of illness in students and employees and different types of community containment interventions.</p> <p>The Pandemic plan should include, but is not limited to, the following:</p> <ol style="list-style-type: none"> <li>1. A plan for cancellation of classes, sporting events and/or other public events</li> <li>2. A plan if there is the need to close off campus, student housing, and/or public transportation</li> <li>3. Assessment of the suitability of student housing for isolation of ill students</li> <li>4. Contingency plans for students who depend on student housing and food services (e.g., international students or students who live too far away to travel home)</li> <li>5. Contingency plans for essential campus activities</li> <li>6. Contingency plans for maintaining research laboratories, particularly those using animals; and stockpiling non-perishable food and equipment that may be needed in the case of an influenza pandemic.</li> <li>7. If the third level institution operates from multiple sites, ensure that each site has a nominated contact and that up to date contact details and arrangements are in place.</li> <li>8. A plan to deliver teaching by remote access (see section 2)</li> <li>9. A plan to manage exams</li> <li>10. An operational plan for surge capacity for healthcare and other mental health and social services to meet the needs of the third level institution during and after a pandemic. Plan for the need for expanding clinical facilities, resources and isolation facilities Identify rooms that could be used for isolation and residences for students that cannot go home. Consider how special groups may need to be managed i.e. people with disability – physical/learning etc</li> <li>11. A plan for monitoring the situation both on and off the campus – including monitoring staff absences, the number of cases presenting and/or residing on the campus</li> <li>12. A protocol for transportation of sick individuals to hospitals if the ambulance service is not available</li> <li>13. An emergency communication plan, including internal and external communications. This plan should identify key contacts including the local Department of Public Health as well as the higher education officials (including back-ups). It should clarify the chain of communications,</li> </ol>

			including alternate mechanisms. Plan for alternative modes of communication in the event of a power failure of mobile phone outage
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Implement an exercise/drill to test your plan, and revise it regularly.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participate in exercises of the community's pandemic plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a plan to develop the sequence and timelines for restoration of operations and essential services/ activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a recovery plan to deal with consequences of the pandemic (e.g., loss of students, loss of staff, financial and operational disruption).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Share what you have learned from developing your preparedness and response plan with other colleges/universities to improve community response efforts
<b>2. Continuity of Student Learning and Operations</b>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and disseminate alternative procedures to assure continuity of instruction (e.g., web-based distance instruction, mailed lessons and assignments, instruction via local radio or television stations) in the event of third level institution closures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Review arrangements for covering teaching and non teaching duties.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Consider if candidates have completed the minimum requirement for a diploma etc. as soon as practicable (if appropriate)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a continuity of operations plan for maintaining the essential operations of the third level institution including payroll; ongoing communication with employees, students and families; security; maintenance; as well as housekeeping and food service for student housing.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Include the need to provide food for healthcare staff, maintenance staff or other key staff who continue to work on campus.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop contingency plans in case of gas, oil, water and power shortages
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Consult with HR regarding the recruitment of volunteers who could assist with duties e.g. answering phones,

			providing medical care etc
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Review sick leave and holiday arrangements for staff for use in a pandemic event
<b>3. Infection Control Policies and Procedures</b>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Implement infection control policies and procedures that help limit the spread of influenza on campus (e.g. promotion of hand hygiene, respiratory etiquette). Make good hygiene a habit now in order to help protect employees and students from many infectious diseases such as influenza.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have information on hand hygiene and respiratory etiquette clearly visible at relevant locations (posters available at <a href="http://www.hpsc.ie">www.hpsc.ie</a> – educational and childcare settings).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Procure, store and provide sufficient and accessible infection prevention /cleaning supplies (e.g., soap, alcohol-based hand hygiene products, tissues, paper towels and bins for their disposal). Ensure that environmental cleaning procedures to prevent the spread of respiratory illness are in place including: procedures for regular cleaning of hard surfaces especially desks and work stations. Ensure that hand hygiene facilities are adequate and working properly; if/when updating or repairing facilities, consider installing automatic or foot-operated taps, dryers and waste bins.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Check cleaning arrangements/contracts and whether special provision could be provided during a pandemic
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies for employee and student sick leave absences unique to pandemic influenza (e.g., non-punitive, liberal leave).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies for employees and students suspected to be ill or who become ill on campus; Employees and students with known or suspected pandemic influenza should not remain on campus and should return only after their symptoms resolve and they are physically ready to return to campus, or after the isolation time recommended by the local Department of Public Health, whichever is longer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify a setting on campus where an infection control point might be set up and where those who are ill and unable to return home can be isolated.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish a pandemic plan for campus-based healthcare facilities that addresses issues unique to healthcare settings. Student health services should ensure that

			they keep up to date with current guidelines (See <a href="http://www.hpsc.ie">http://www.hpsc.ie</a> )
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensure health services and clinics have identified critical supplies needed to support a surge in demand and take steps to have those supplies on hand
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adopt Department or Foreign Affairs travel recommendations, if any, ( <a href="http://www.dfa.ie">www.dfa.ie</a> ) during an influenza pandemic and be able to support voluntary and mandatory movement restrictions.
<b>4. Communications Planning:</b>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assess readiness to meet communications needs in preparation for an influenza pandemic, including regular review, testing, and updating of communications plans that link with public health authorities and other key stakeholders
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a dissemination plan for communication with employees, students, and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and test modes of communication (e.g., hotlines, dedicated websites, local radio or television).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensure that a system is in place that can provide all staff and students with timely and up-to- date information on the current situation in relation to pandemic flu and advise them on actions that they need to take now and in the future. This information should be made available on your own website.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a plan of communication with international students and students with a disability.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Check and update student and staff contact details.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify staff who will act as spokesperson for media relations including media interviews
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disseminate information about the third level institution's pandemic preparedness and response plan. This should include the potential impact of a pandemic on student housing closure, and the contingency plans for students who depend on student housing and campus food service, including how student safety will be maintained for those who remain in student housing.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Disseminate information from public health sources covering routine infection control (e.g., hand hygiene, coughing /sneezing etiquette), pandemic influenza fundamentals (e.g., signs and symptoms of influenza, modes of transmission), personal and family protection and response strategies and the at-home care of ill students or employees and their family members. Provide links to reliable sources of information</p> <ul style="list-style-type: none"> <li>o Health Protection Surveillance Centre at <a href="http://www.hpsc.ie">www.hpsc.ie</a></li> <li>o Health Service Executive at <a href="http://www.hse.ie">www.hse.ie</a></li> <li>o Department of Health and Children at <a href="http://www.dohc.ie">www.dohc.ie</a></li> <li>o Department of Foreign Affairs at <a href="http://www.dfa.ie">www.dfa.ie</a></li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Anticipate and plan communications to address the potential fear and anxiety of employees, students and families</p>