



Pandemic Planning – Out of Sight Out of Mind?

Education Safety Association of Ontario

May 27, 2009

- Introduction
- Emergency planning framework
- Incident management system
- Influenza
- Pandemic influenza
- Response to pandemic influenza in schools and related settings.

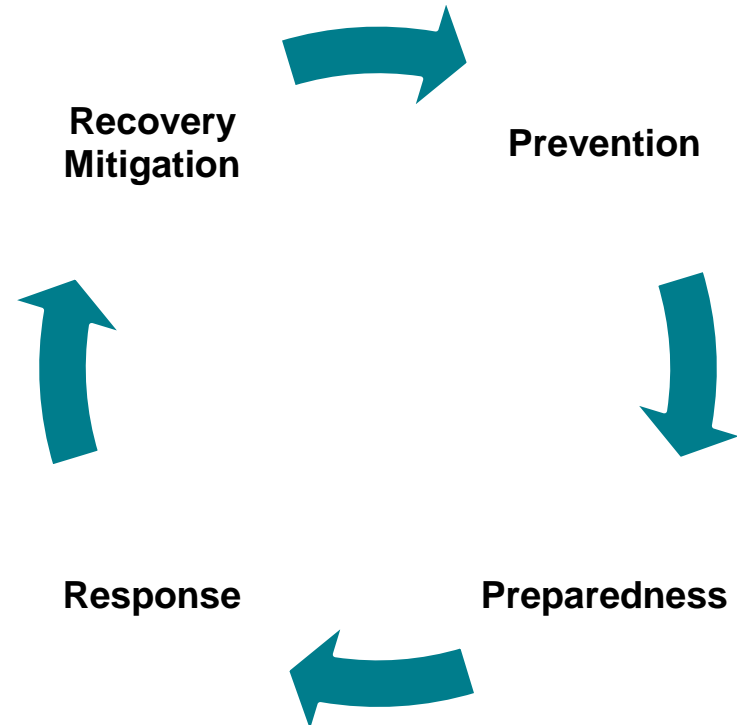
- Ice Storm
- Year 2000 (Y2K)
- Power Blackout
- SARS
- Peterborough Flood
- Threatened pandemic

“ There are risks and costs to a program of action, but they are far less than the long range risks and costs of comfortable inaction.”

John F Kennedy

- An “all hazards approach”.
- Use the “precautionary principle” as a guiding principle.
- Establish a strong ‘safety culture’.
- Effectively use the joint health and safety committee.
- Provide appropriate education with respect to assessed risk.
- Clearly communicate emergency plans.
- Provide psychosocial support for workers.

- Emergency Management is a cyclic approach
- Plan should be dynamic to adapt to change
- Faster recovery and fewer losses with a plan in place



CSA Z731-03 Emergency Preparedness and Response

Provides the framework for the development of an emergency response plan.

- Policy
- Designated coordinator
- Hazard identification
- Emergency plan
- Legislation , codes, standards
- Roles and responsibilities
- Resources
- Procedures
- Mutual aid
- Contact lists
- Communication strategies
- Information and education

Hazard and Risk Assessment

- Complete a hazard identification and risk assessment in consultation with the JHSC/H&S representative
- Use it to formulate the emergency management plan.
- Include:
 - Likelihood and consequence of harm
 - Threats of both internal and external emergencies
 - A risk rating to prioritize action plans and allocate resources

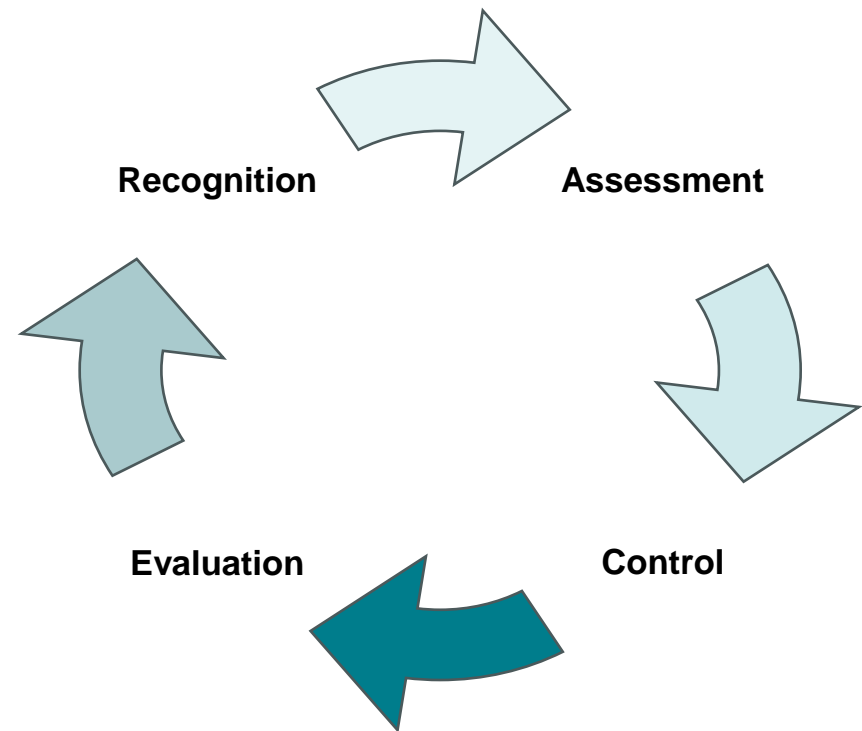
Consider the impact on:

- People
- Equipment
- Materials
- Environment
- Process

- What is the likelihood of an emergency if the hazard is not controlled?
- What is the severity of the outcome if the emergency occurs?
- Estimate the number of people or physical assets that are likely to be threatened, as well as probable consequences of the emergency.

Hazard and Risk Assessment

- Initial and ongoing risk assessment to refine safe work practices
- After each drill or incident, review the hazard and risk assessment for accuracy and continuous quality improvement.



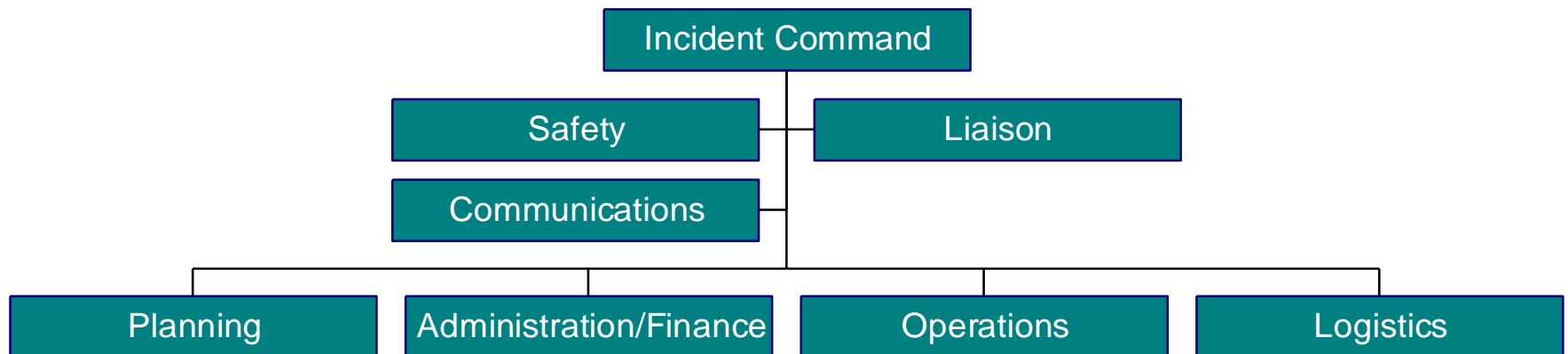
- *“An emergency response plan shall be developed if the consequences of the identified hazards are outside the scope of normal operations.”*

CSA Z731-03

- Consider the following:
 - Applicable legislation, codes and standards
 - Resources available; required

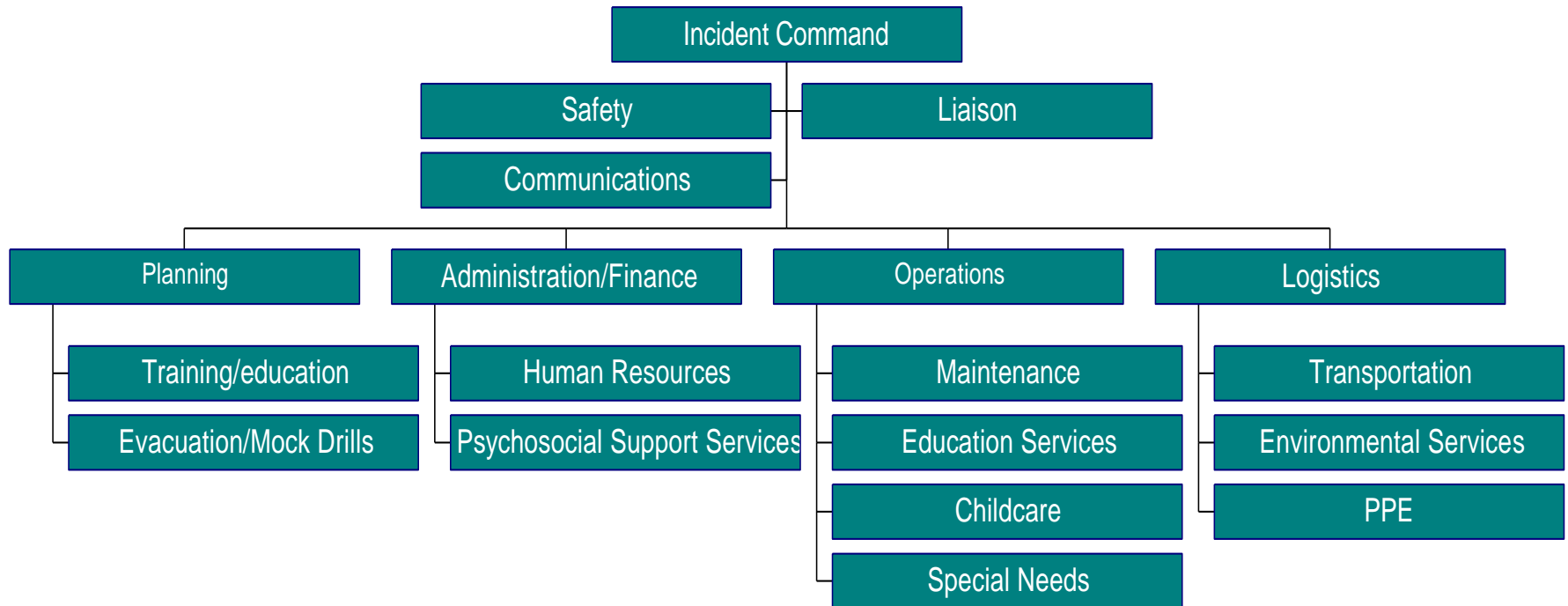
Roles and Responsibilities

- Based on Incident Management Structure - IMS
- All hazards approach
- IMS assumptions



- Mirrors notion of the Internal Responsibility System (IRS)
- IRS is the cornerstone of the OHS Act
 - Senior management commitment
 - Clearly defined roles and responsibilities
 - Accountability
 - OH&S is an integral part of core operations
 - Consultation with the joint health and safety committee

- Designate people to fulfill positions within the IMS
 - Local level (schools, facilities, etc.)
 - Upper level
- Designate a Safety Officer in the IMS



- Clearly define internal and external lines of communication
- Establish strategies for communicating critical information to staff , to students and to families
- Identify community partners and include them in the development and testing of the plan
- Develop written mutual aid agreements with community partners

- Designate a Liaison Officer in the IMS
- Identify community partners and include them in the development and testing of the plan
- Develop written mutual aid agreements with community partners

- Designate a Human Resources Unit Leader to coordinate human resources
- Maintain a data bank of information on available and reserve employees (e.g. retired staff) and volunteers
- Set up psychosocial support services for staff
- Educate staff to recognize psychosocial stress in themselves and others

- Designate someone to coordinate training, education and mock drills
- Assess training needs for staff based on the hazards and risk assessment and learning needs assessment
- Develop or access curriculum to meet identified needs
- Provide different modes of training, education and mock drills
- Provide general and specific training
- Clearly define the frequency of drills
- Conduct drills and training on all shifts
- Evaluate training needs annually and maintain all records

The annual evaluation reviews:

- Scope, functionality, execution and effectiveness of the plan
- Responsibilities of the workplace parties (employers, managers, and staff), volunteers and students, etc. In the IMS, and to whom they are accountable

An emergency management plan must be a dynamic tool.



Why is
everyone
looking at me?



What is Influenza?

- Caused by influenza viruses – Influenza A or Influenza B (and sometimes Influenza C), and many sub-species and variants.
- Symptoms:
 - Respiratory symptoms
 - Fever
 - Aches, pains, fatigue
 - Can cause death in some individuals

How is influenza spread?

- Mostly spread by droplets from an infected person.
 - Sneezing, coughing, runny noses
- Droplets come into contact with a new person via nose, mouth, mucous membranes.
- Infectious droplets contact mucous membrane directly, (such as having someone cough in your face), or by indirect means such as by a person's own contaminated hands.

How do you prevent Influenza?

- Vaccination annually
- Hand hygiene
 - Hand washing or use of alcohol hand sanitizers
- Social distancing
 - Keep a metre or two away from sick people
- Encourage sick people to stay home.

Influenza pandemics arise when all four of the following occur:

- a novel influenza A virus emerges
- the new virus can spread efficiently from human to human
- the new virus causes illness (and death)
- the population has little or no immunity to the new virus.

World Health Organization - Pandemic Phases

Period	Phase	Description
Interpandemic Period*	Phase 1	No new influenza virus subtypes have been detected in humans. An influenza virus subtype that has caused human infection may be present in animals. If present in animals, the risk* of human infection is considered to be low.
	Phase 2	No new influenza virus subtypes have been detected in humans. However, a circulating animal influenza virus subtype poses a substantial risk of human disease.
Pandemic Alert Period**	Phase 3	Human infection(s) with a new subtype, but no human-to-human spread, or at most rare instances of spread to a close contact.
	Phase 4	Small cluster(s) with limited human-to-human transmission but spread is highly localized, suggesting that the virus is not well adapted to humans.
	Phase 5	Larger cluster(s) but human-to-human spread still localized, suggesting that the virus is becoming increasingly better adapted to humans, but may not yet be fully transmissible (substantial pandemic risk).
Pandemic Period	Phase 6	Increased and sustained transmission in general population.
Postpandemic Period		Return to interpandemic period

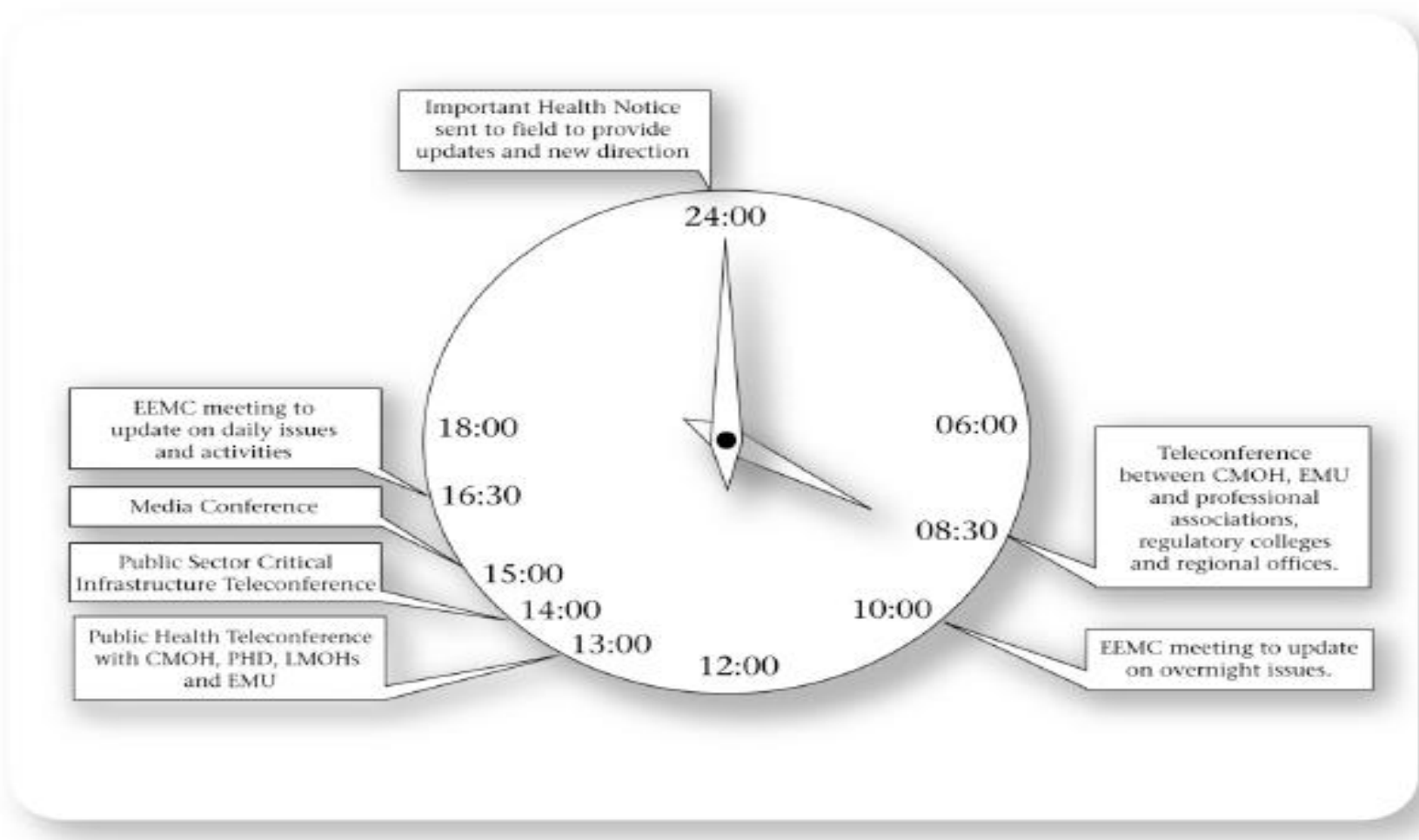
* The distinction between phase 1 and phase 2 is based on the risk of human infection or disease from circulating strains in animals.

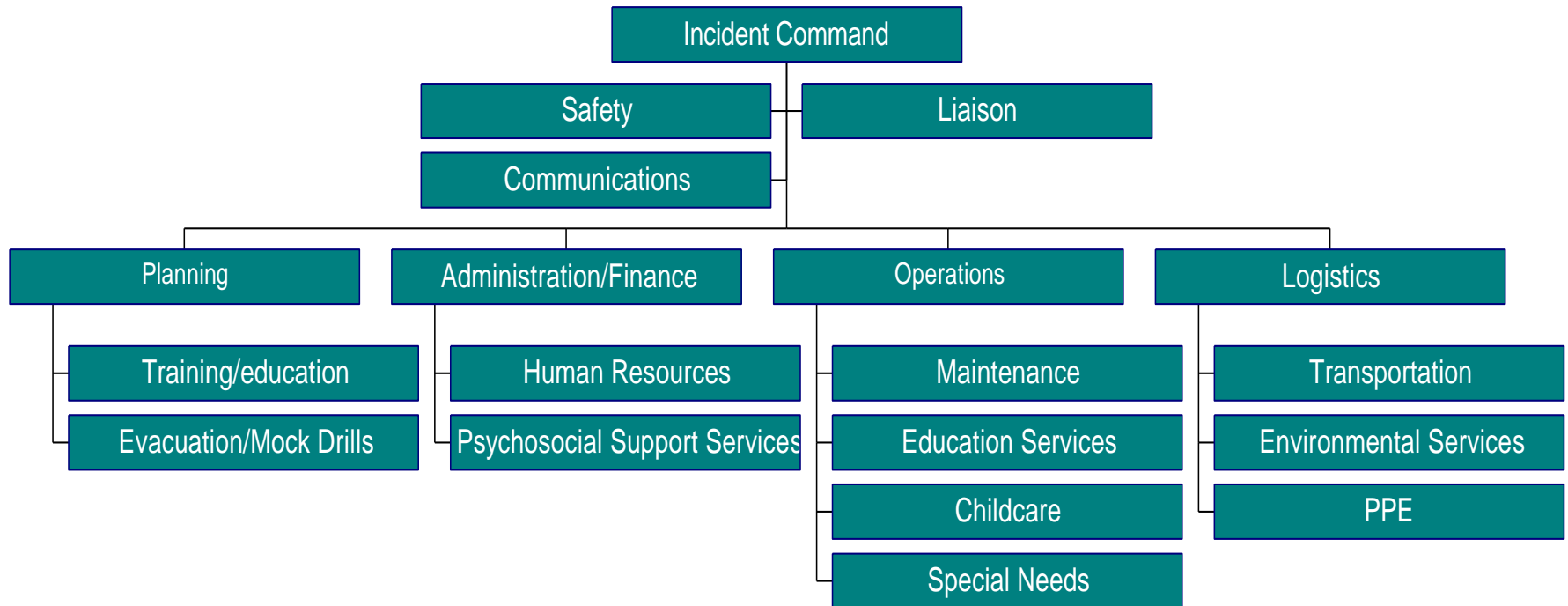
** The distinction between phase 3, phase 4 and phase 5 is based on the risk of a pandemic.

Provincial Status Levels

Provincial Status ROUTINE	Routine conditions means that the healthcare system is operating under normal conditions.
Provincial Status ENHANCED	Enhanced conditions means that an abnormal event, potential or actual emergency has been detected or is in development.
Provincial Status EMERGENCY	Emergency conditions means that the province is in an emergency response mode.
Provincial Status RECOVERY	Recovery conditions means that the ministry is working to ensure a smooth transition from Enhanced or Emergency Conditions to Routine Conditions.

Figure 12.1: MOHLTC Information Cycle in a Public Health Emergency





- Schools, Childcare etc.
 - Overall goal is to reduce severity of illness, number of people sick and to limit transmission between people.
 - To do this means it is essential to delay the spread in school settings.
 - Schools are a conduit for infection.
 - Protect students, protect staff and protect the broader public.

- Schools have a very important role in the education of people about influenza and basic infection prevention and control.
 - Hand hygiene
 - Hand washing or hand sanitizers
 - Cough etiquette
 - Cough into the sleeve

- Basic instructions for schools:
 - Encourage basic infection control.
 - Hand hygiene.
 - Cough etiquette.
 - Encourage people to stay home if they are sick.
 - Identify ill students; separate them from others if possible and send them home.

- Basic instructions for schools:
 - Monitor absenteeism and report to the local Medical Officer of Health. (absenteeism rates of 10% are an important threshold).
 - Report any localized outbreaks of illness.
 - Follow advice from local public health related to reporting.

What about school closures?

- Decisions about school closures will be taken based on severity and virulence of the disease.
- These decisions will not be taken lightly and should be done in consultation of stakeholders such as local public health.

“ I am an old man and have known a great many troubles, but most of them never happened.”

Mark Twain

Public institutions need to be responsible of course, so we hope for the best but plan for the worst

Questions?
Concerns?
Comments?



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