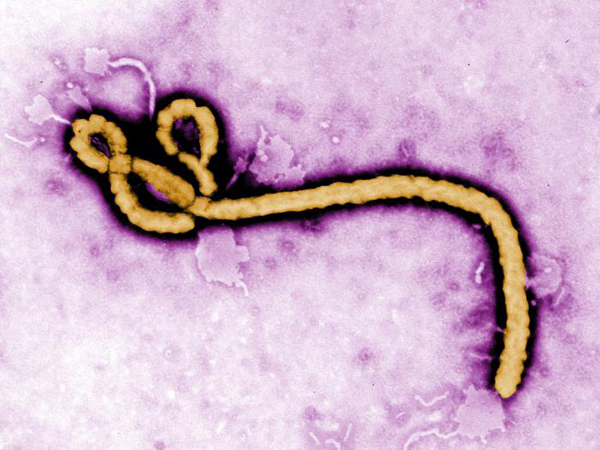
U.W.F. Emergency Management:

Discussion-Based Exercise on Ebola



Situation Manual

December 16, 2014

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# Exercise Overview

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| **Exercise Name** | **UWF: A Discussion-Based Exercise on Ebola** |
| **Exercise Dates** | Tuesday , December 16, 2014 1:00 PM - 3:00 PM |
| **Scope** | This exercise is a tabletop format, planned for Tuesday, December 16, 2014 at the UWF Campus – Student Health Services, Building, B-960. Exercise play is limited to members of the UWF Public Health Ad Hoc Committee and invited guests. |
| **Preparedness Capabilities** | * Emergency Operations Center Management * Intelligence and Information Sharing and Dissemination * Planning * Risk Management * Emergency Public Information and Warning |
| **Objectives** | See Exercise Objectives and Target Capabilities on page 3. |
| **Threat or Hazard** | Ebola Virus Disease (EVD) |
| **Scenario** | After returning from Thanksgiving break in Liberia, a UWF student becomes symptomatic with Ebola Virus Disease. |
| **Sponsor** | UWF – Environmental Health and Safety |
| **Participating Organizations** | Participating organizations are listed on sign in sheet. |
| **Point of Contact** | Dr. Rebecca Kennedy  Assistant Vice President for Student Health Services  Student Affairs Division  Email: rkennedy@uwf.edu  Peter Robinson  Director, Environmental Health and Safety  UWF Emergency Management  Email: probinso@uwf.edu |

# General Information

This tabletop was developed to practice the coordination and communication activities in an Ebola Virus Disease (EVD) scenario impacting the UWF campus community.

## Exercise Objectives and Preparedness Capabilities

The exercise objectives in Table 1 describe the expected outcomes for the exercise and are aligned with the U.S. Department of Homeland Security: National Preparedness Guidelines document titled: Target Capabilities List, September 2007.

| Exercise Objective | Target Capabilities |
| --- | --- |
| ***Exercise Objective #1****:* Assess how the existing UWF emergency response structure will address the challenges posed by an Ebola event. | * **Emergency Operations Center Management** |
| ***Exercise Objective #2:*** Assess how UWF will coordinate its response with the Department of Public Health and area hospitals. | * **Information Sharing** |
| ***Exercise Objective #3:*** Identification of gaps in response plans and procedures. | * **Planning** |
| ***Exercise Objective #4:*** Education of the exercise participants about contagious disease and the unique challenges a suspected or actual case of Ebola poses to the health and well-being of the UWF community. | * **Risk Management** |
| ***Exercise Objective #5:*** Assess the appropriate sharing of information with the UWF community and media. Determine when to engage in emergency public information and warning. | * **Emergency Public Information and Warning** |

Table 1. Exercise Objectives and Associated Capabilities

## Participant Roles and Responsibilities

The term *participant* encompasses many groups of people, not just those playing in the exercise. Groups of participants involved in the exercise, and their respective roles and responsibilities, are as follows:

* **Players.** Players are personnel who have an active role in discussing or performing their regular roles and responsibilities during the exercise. Players discuss or initiate actions in response to the simulated emergency.
* **Observers.** Observers do not directly participate in the exercise. However, they may support the development of player responses to the situation during the discussion by asking relevant questions or providing subject matter expertise.
* **Facilitators.** Facilitators provide situation updates and moderate discussions. They also provide additional information or resolve questions as required. Key Exercise Planning Team members also may assist with facilitation as subject matter experts (SMEs) during the exercise.

## Exercise Structure

This exercise will be presented as a facilitated exercise. Players will participate in the following three modules:

* Module 1: Initial Case
* Module 2: Expanding Situation
* Module 3: Recovery

Each module begins with a presentation that summarizes key events occurring within that time period. After the updates, participants will work within their sections to review the situation and engage in discussions of appropriate issues. For this exercise, the sections will contain members of the following disciplines:

* Marketing and Communications
* Student Health Services
* State Officials
* Housing and Residence Life
* Academic Affairs
* Emergency Management
* Environment, Health, and Safety
* Student Affairs

After these section discussions, participants will engage in a moderated plenary discussion in which a spokesperson from each group will present a synopsis of the group’s actions, based on the scenario.

## Exercise Guidelines

* This exercise is designed to be held in an open, low-stress, no-fault environment.
* Respond to the scenario using your knowledge of current plans and capabilities (i.e., you may use only existing assets) and insights derived from your training.
* Decisions are not precedent-setting and may not reflect your organization’s final position on a given issue. This exercise is an opportunity to discuss and present multiple options and possible solutions.

Issue identification is not as valuable as suggestions and recommended actions that could improve facility protection, information coordination, and response/recovery efforts. Problem-solving efforts should be the focus.

## Exercise Assumptions and Artificialities

In any exercise, assumptions and artificialities may be necessary to complete play in the time allotted and/or account for logistical limitations. Exercise participants should accept that assumptions and artificialities are inherent in any exercise, and should not allow these considerations to negatively impact their participation. During this exercise, the following apply:

* The exercise scenario is plausible, and events occur as they are presented.
* Compressed timeline
* All events occur within Escambia County, Florida

## Exercise Report

Note takers will be assigned to observe and document certain objectives during the exercise. Note takers will also be documenting player discussions, including how and if those discussions align with plans, policies, and procedures. Additionally, players will be asked to complete optional participant feedback forms.

# Module 1: Initial Case

## Day 1: Friday, December 5, 2:00 PM

Michael Jones, a 21 year old UWF student returned to campus on November 29th from Thanksgiving break outside of the country. On December 5th, the student develops fatigue and fever and decides to go to the Student Health Center at 2 PM.

Michael relays the information that he returned from Thanksgiving break in Liberia visiting his family in Monrovia. On the last day of his stay, his mother became ill with fever and was taken to hospital. He mentions to the secretary checking him in that his mother has been diagnosed with Ebola and remains in hospital.

## Day 1: 3:00 P.M.

Michael has been placed in isolation at the Student Health Center awaiting transport to West Florida Hospital for further evaluation and treatment. UWF officials begin to investigate other community members who may have been in contact with the patient.

### Key Issues

* Patient walked from his dorm room in President’s Hall to the Student Health Center
* Patient is a member of the basketball team, practicing daily
* Patient has attended several social events since his return
* Patient utilized bathroom between the isolation room when he left for the hospital, and has diarrhea.

## Questions

Based on the information provided, participate in the discussion concerning the issues raised in Module 1. Identify any critical issues, decisions, requirements, or questions that should be addressed at this time.

The following questions are provided as suggested subjects that you may wish to address as the discussion progresses. These questions are not meant to constitute a definitive list of concerns to be addressed, nor is there a requirement to address every question.

1. What protocols or procedures would you implement?
2. What members of the UWF community need to be notified and how would that be done?
3. What are the key issues that need to be addressed at this point and who would you expect to address them?
4. What requests for assistance may be made to outside agencies at this time?
5. How would information be shared with the UWF community and with the media?
6. What resources do you anticipate UWF would need to support a response? Can you obtain those resources yourself or would you need to seek outside assistance?

# Module 2: Expanding Situation

## Day 2: Saturday, December 6

Michael’s roommates are concerned about his well-being and begin to inquire into his condition. They discover that he is being treated for Ebola and immediately start to panic. Word of the suspected Ebola case begins to appear on social media.

Local and national media have started to arrive on the UWF campus.

It is learned that prior to leaving for Student Health Services, the patient used the dorm restroom and had diarrhea.

Michaels roommates have been asked to isolate themselves for 21 days and are actively monitoring temperature and for other symptoms. They have pet cat.

Michael receives word that his mother has died of Ebola Virus Disease.

## Day 5: Tuesday, December 9

Despite all of the hospital’s efforts, Michael dies from Ebola Virus Disease.

## Key Issues

* All area healthcare institutions are experiencing medical surge from suspected cases the "worried well".
* There is a large media presence in the Pensacola area.
* Michael has died from Ebola Virus Disease and UWF must now manage the aftermath of his death.

## Questions

Based on the information provided, participate in the discussion concerning the issues raised in Module 2. Identify any critical issues, decisions, requirements, or questions that should be addressed at this time.

The following questions are provided as suggested subjects that you may wish to address as the discussion progresses. These questions are not meant to constitute a definitive list of concerns to be addressed, nor is there a requirement to address every question.

1. How would UWF deal with the ever-pressing needs of the media?
2. What protective actions would you recommend for Michaels roommates?
3. What protective actions would you recommend for the cat?
4. What requests for assistance may be made to the outside agencies at this time?
5. What information are you disseminating to UWF students/parents/employees?
6. What resources do you anticipate UWF would need to support a response? Can you obtain those resources yourself or would you need to seek outside assistance?

# Module 3: Recovery

## Day 10: Sunday December 14

A West Florida Hospital nurse who treated Michael reported having a fever of 101.3 degrees Fahrenheit has tested negative for Ebola. She will remain at the hospital for 72 hours for monitoring. After that time she will be released.

Isolation continues for roommates and they are not currently showing abnormal temperature or other Ebola symptoms.

## Day 22: December 27

Michael’s roommates have completed the 21 days monitoring/isolation period without symptoms. Isolation time period has expired.

## Key Issues

* The nurse caring for Michael has tested negative for Ebola.
* Roommates show no further signs of Ebola and they return to the general population.
* The "worried well" or individuals concerned they have Ebola, but have not been in contact with symptomatic patients, continue to seek care

## Questions

Based on the information provided, participate in the discussion concerning the issues raised in Module 3. Identify any critical issues, decisions, requirements, or questions that should be addressed at this time.

The following questions are provided as suggested subjects that you may wish to address as the discussion progresses. These questions are not meant to constitute a definitive list of concerns to be addressed, nor is there a requirement to address every question.

1. What are some actions that can be taken to curb worried well visits?
2. How is the transition from isolation to general population managed?
3. How will the resolution of the situation be communicated externally and internally?

# Appendix A: Exercise Agenda

| TIME | LOCATION | ACTIVITY | |
| --- | --- | --- | --- |
| **December 16, 2014 1:00 PM- 3:00 PM** | | | |
| 1:00 - 1:15 | Virtual | | Suspected Case Reported to UWF |
| 1:15 – 1:20 | Wellness Services Room | | EOC Activated and Staffed |
| 1:20 – 1:40 | Wellness Services Room | | Module 1 Overview + Discussion |
| 2:00 – 2:20 | Wellness Services Room | | Module 2: Overview + Discussion |
| 2:20 – 2:50 | Wellness Services Room | | Module 3: Overview + Discussion |
| 2:50 – 3:00 | Wellness Services Room | | Hotwash |
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# Appendix B: Links

| **Resource** | **Location** |
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| Florida Health Department, Escambia County | <http://escambia.floridahealth.gov/programs-and-services/infectious-disease-services/epidemiology/ebola/index.html> |
| UWF- Environmental Health and Safety | <http://uwf.edu/offices/environmental-health-safety/> |
| Student Health Center | <http://uwf.edu/offices/student-health-services/> |
| Florida Health Department, Escambia County | <http://escambia.floridahealth.gov/programs-and-services/clinical-and-nutrition-services/health-care-professional/ebola-viral-disease-healthcare-professional/index.html> |
| CDC Ebola Website | <http://www.cdc.gov/vhf/ebola/outbreaks/2014-west-africa/index.html> |
| WHO Ebola Website | <http://www.who.int/csr/disease/ebola/en/> |
| UWF, International Education and Programs, Study Abroad | <http://uwf.edu/offices/international-education-and-programs/study-abroad/advising-students-about-study-abroad/> |
|  |  |

# Appendix C: Acronyms

| **Acronym** | **Term** |
| --- | --- |
| AAR | After Action Report |
|  |  |
| CDC | Centers for Disease Control and Prevention |
| EH&S | Environmental Health and Safety |
| EMS | Emergency Medical Services |
| EOC | Emergency Operations Center |
| EVD | Ebola Virus Disease |
| FDOH | Florida Department of Health |
| HSEEP | Homeland Security Exercise and Evaluation Program |
| ICU | Intensive Care Unit |
| OPHP | Office of Public Health Preparedness |
| PIO | Public Information Officer |
| PPE | Personal Protective Equipment |
| SitMan | Situation Manual |
| SME | Subject Matter Expert |
| WHO | World Health Organization |
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