

Coronavirus: Answering Your Questions



Speakers



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Agenda

- COVID-19 Primer with ACHA Guidelines
- Institutional Emergency Response
- Employment Considerations
- Wellness and Moving Forward
- UE Resources



COVID-19 Primer

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ACHA Guidelines “Preparing for COVID-19”

MARCH 3, 2020

ACHA Guidelines

Preparing for COVID-19

The American College Health Association has prepared these guidelines to help college health staff and campus administrators prepare for coronavirus disease 2019 (COVID-19) and related issues on their campuses. The guidelines are intentionally broad so that each institution, small or large, can modify them based on existing campus and local resources. Moreover, each institution should seek guidance and coordination from their local and state public health agencies.

Please keep in mind that the situation is rapidly evolving. Additional information about COVID-19 is available and consistently updated from the following sources:

U.S. Centers for Disease Control and Prevention (CDC)
www.cdc.gov/coronavirus/2019-ncov/index.html

World Health Organization (WHO)
www.who.int/emergencies/diseases/novel-coronavirus-2019

American College Health Association (ACHA)
<https://www.acha.org/COVID-19>

Introduction

COVID-19 is a respiratory illness that can spread from person to person. A novel coronavirus called SARS-CoV-2 is the cause of COVID-19 and the outbreak first recognized in China in December 2019. The clinical spectrum of COVID-19 ranges from mild disease with non-specific signs and symptoms of acute respiratory illness to severe pneumonia with respiratory failure and septic shock. Frequently reported signs and symptoms include fever, cough, myalgia or fatigue, and shortness of breath at illness onset. The fever course among patients with COVID-19 is not fully understood; it may be prolonged and intermittent. Sore throat has also been reported in some patients early in the clinical course. Less commonly reported symptoms include sputum production, headache, hemoptysis, and diarrhea. The incubation period is estimated at approximately 5 days (95% confidence interval, 4 to 7 days). Some studies have estimated a wider range for the incubation period. Data for human infection with other coronaviruses (e.g., MERS-CoV, SARS-CoV) suggest that the incubation period may range from 2-14 days. There have also been reports of asymptomatic infection with COVID-19.

Based on what is currently known about SARS-CoV-2 and what is known about other coronaviruses, spread is

thought to occur mostly from person-to-person via respiratory droplets among close contacts. Although the transmission dynamics have yet to be determined, CDC currently recommends a cautious approach to persons under investigation (PUI) for COVID-19. Health care personnel evaluating PUI or providing care for patients with confirmed COVID-19 should use Standard Precautions, Contact Precautions, Airborne Precautions, and use eye protection (e.g., goggles or a face shield). For more information, see the CDC webpage “Interim Infection Prevention and Control Recommendations for Patients with Known or Patients Under Investigation for Coronavirus Disease 2019 (COVID-19) in Healthcare Settings” at <https://www.cdc.gov/coronavirus/2019-ncov/hcp/infection-control.html>.

While the first cases of COVID-19 seen in the U.S. were associated with international travel, local transmission has been documented and more community-associated cases should be expected. COVID-19 is a concern for college and university officials not only because of students, staff, faculty, and visitors traveling to and from COVID-19 affected areas, but also due to the potential for rapid transmission in a congregate setting within campus environments. These guidelines provide recommendations for the student health service (SHS), the campus itself, and members of the campus community.

Student Health Services (SHS)

Preparation

Given the international focus of many U.S. colleges and universities and the academic and personal travel of domestic and international students, faculty, and staff, college student health services should quickly begin preparation for potentially infectious patients with COVID-19. Although these preparations may vary significantly depending upon the size and resources of the college health program, at a minimum, the SHS should adhere to basic infection control principles. Per CDC interim guidelines, available at <https://www.cdc.gov/coronavirus/2019-ncov/infection-control/control-recommendations.html>, “Prompt detection and effective triage and isolation of potentially infectious patients are essential to prevent unnecessary exposures among patients, health care personnel, and visitors at the facility. All health care facilities must ensure that their



Wellness Model

The graphic illustrates a holistic wellness model. At the center is a white cartoon dog wearing a red shirt, juggling seven colorful balls. The balls are arranged in a circle around the dog, with labels for each: Physical (blue), Environmental (green), Social (purple), Spiritual (orange), Emotional (red), Intellectual (yellow), and Emotional (red). Below the dog, the text reads: "A Healthy Dawg seeks to improve health in All areas of life!". At the bottom, the social media handle "@UGAhealthcenter" is displayed above icons for Instagram, Twitter, and Facebook.

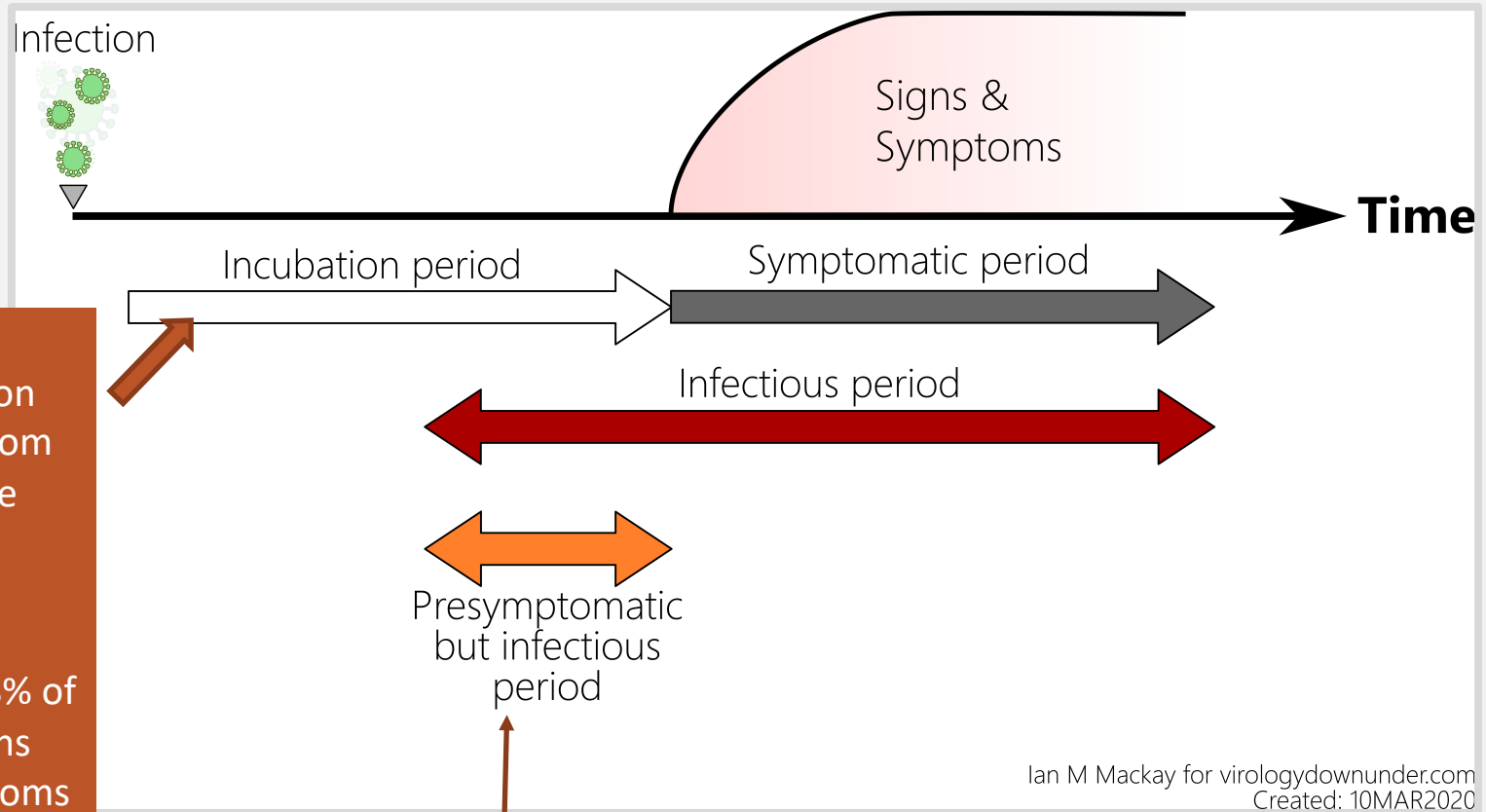


Emergency Medical Symptoms

- Trouble breathing
- Chest pressure or pain
- Confusion or inability to arouse
- Bluish lips, or face



How Long Are People With COVID-19 Contagious?



The COVID-19 mean incubation period (time from exposure to the onset of symptoms) is estimated at 4 days. About 98% of infected persons develop symptoms within 12 days.

COVID-19 pre-symptomatic estimate: 24-48 hours

Ian M Mackay for virologydownunder.com
Created: 10MAR2020

Social Health

- Physical distancing replacing “social” distancing
 - Virtual classrooms
 - Students sent home
 - Nonessential campus functions closed
 - Campus events cancelled
 - Telework

Were Gen Z’s paying attention?

Newer info prompts CDC to issue warnings for young



COVID-19 and Xenophobia

Do

Call it COVID-19

Promote messaging of inclusion and diversity

Dispel misinformation

Speak out against negative behaviors

Encourage individuals to report to appropriate campus office.

Don't

Say Wuhan virus, Chinese virus, Asian virus

Limit screenings to individuals from specific ethnicities/races

Use images that reinforce stereotypes



Priorities

- Push messaging and PSAs reinforcing physical distancing
- Build community despite being separated
- Use gen z's interconnectedness and social media savvy to full advantage
- <https://www.youtube.com/watch?>
- Model accurate language
- Ensure accurate and unbiased health information



Mental Health

- Increased fear, stress, anxiety
- Manifestations: sleep disturbances, rumination, feelings of hopelessness, headaches, change in appetite, fatigue, difficulty concentrating, increased alcohol or other drug use, sadness, crying spells, panic buying
- Telemental health and telemedicine











Institutional Emergency Response

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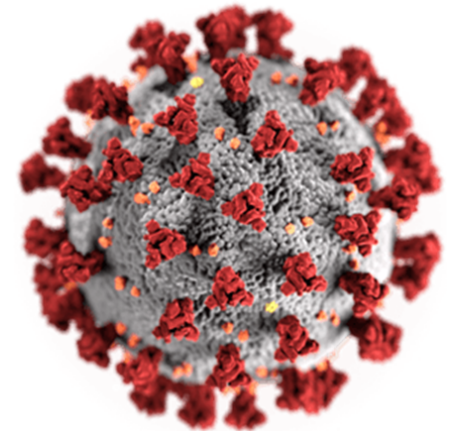
Activating an Emergency Operations Center

-  Activate on-campus Emergency Operations Center and Connect to local, state, federal agencies
-  Designate Incident Command
-  Establish Communications Plan and Establish Priorities in Planning
-  Organize Functional Units/Teams Around Major Operational Priorities
-  Establish Liaisons to Key Partners (on and off-campus)
-  Update and Implement Continuity of Operations Plans (CoOP)
-  Planning, Testing and Drills are Critical
-  Create/ Update Mitigation Strategies and Know When to Implement



Understand Real-Time Spread of COVID-19 on Campus (and Surrounding Area)

- Tracking informs administrators and EMT of key and timely decisions
- Assess current trajectory & study best-practices
- Establish team to track and research daily
 - Local
 - State
 - National
 - Travel of community members
- Determine capacity to isolate/quarantine
- Establish environmental infection control
- Determine risks of students on campus
- Develop surge capacity plan



Actions to Stop, Slow, Limit Spread and Sustain the Infrastructure of the University

- Clear Social Distancing Policies/Processes
- Establish Critical and Non-Critical Activities
- Ensure Health and Safety of Workers
- Ensure Adequate Supplies and PPE
- Conduct Remote Meetings
- How is the Workforce Impacted
 - Paid Leave, Leave Without pay, etc
 - Work From Home
 - Track Workforce Exposure



Reinforce and/or Expand Health System Surge Capacity on Campus

- Assess Risk and Resources
- Collaborate with Local and Community Hospitals and Public Health Authorities
- Look for Opportunities to Conduct Research
- Mutual Aid Agreements



Expand Communication and Community Engagement

- What is the Best Way to Communicate Information
 - Faculty, Staff, Students, Parents, Community Members, Local and State Authorities
- Emergency Alert System
 - Should it be Used
- Provide Accurate and Straight Forward Information
 - Do not downplay crisis
 - Do not over-promise progress
 - Determine how you will handle rumors
 - Support Local and State Agencies



Mitigate Economic and Social Consequences

- Impact on Vulnerable Populations (housing and food insecurity)
- Physical and Mental Health
- Impact on the Financial Security of Your Institution and the Local/State Community
- Plans for Economic Recovery
 - Enrollment, Recruitment,
- Graduation/Grade Completion



When is it Safe to Return to Campus?



Phase I Slow the Spread



Phase II State-by-State Reporting



Phase III Establishing Immune Protection and Lift Distancing



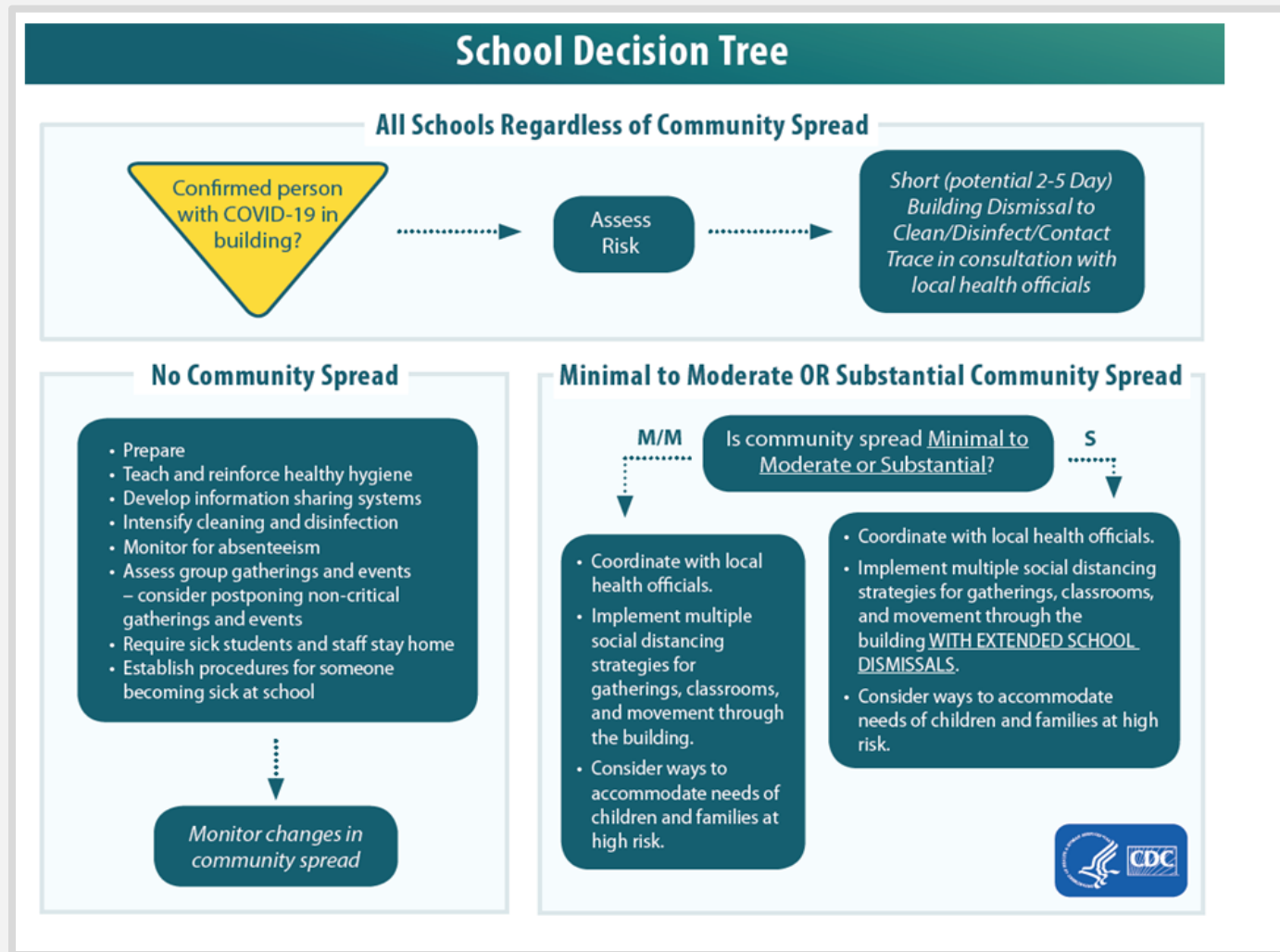
Phase IV Rebuild Readiness for the Next Pandemic



CDC Guidance for Institutions of Higher Education

- Encourage your staff or community members to protect their personal health.
- Post the signs and symptoms of COVID-19: fever, cough, shortness of breath.
- Encourage people to stay home when sick.
- **Clean surfaces that are frequently touched – things such as shared desks, countertops, kitchen areas, electronics, and doorknobs.**
- Limit events and meetings that require close contact.
- Stay up to date on developments in your community.
- Create an emergency plan for possible outbreak.
- Assess if community members are at higher risk and plan accordingly.

K-12 Guidelines



Q&A



Employment Considerations

Kate Leveque, JD
Partner, Husch Blackwell

Recent Legislative Actions

- State laws to assist infected or out-of-work employees.
- CARES Act Unemployment Stimulus
- Families First Coronavirus Response Act
 - Effective April 1, 2020
 - Applies to private institutions with less than 500 employees and all public institutions
 - Emergency Paid Sick Leave Act
 - Allows employees two weeks of paid sick leave, regardless of how long the employee has been employed.
 - Emergency Family and Medical Leave Expansion Act
 - Allows employees affected by school closures to be eligible for protected leave.



Families First Coronavirus Response Act

- Tax Benefit for Private Institutions
 - Private institutions are entitled to a refundable tax credit equal to 100% of the qualified leave wages paid for each calendar quarter in adherence with the Emergency Paid Sick Leave Act and the Emergency Family and Medical Leave Expansion Act.
- Counting to 500
 - Count on the day the leave would start.
 - Include full-time, part-time, temporary and those on leave
 - FLSA standards apply
 - Employed faculty and adjuncts are included
 - Generally includes student workers, but two sets are generally not employees: (1) Residential Assistants and (2) students whose jobs are an integral part of their academic program (e.g., research or grad student assisting for course or similar credit)



Emergency Paid Sick Leave

An employee may use paid sick leave if the employee is unable to work for any of the following reasons:

1. The employee is subject to a federal, state, or local quarantine or isolation order for Coronavirus;
2. The employee is advised by a health care provider to self-quarantine due to Coronavirus concerns;
3. The employee is experiencing symptoms of Coronavirus and seeking a medical diagnosis;
4. The employee is caring for an individual who is under a quarantine or isolation order or has been advised to self-quarantine;
5. The employee is caring for a child whose school or child care has been closed due to Coronavirus; or
6. The employee is experiencing any other substantially similar condition specified by the Secretary of Health and Human Services.



Emergency Family and Medical Leave Expansion Act

- Employee must have worked for the institution for at least 30 calendar days.
- Employee requires leave:
 - To care for a child because the child's school is closed or the child care provider is unavailable;
- The first 2 weeks of the leave may be unpaid.
 - The employee may use accrued vacation or sick leave during this time.
 - Employee is generally entitled to 2/3 of their regular rate for days off after the first 10, not to exceed \$200 per day and \$10,000 in the aggregate.
- Employee is generally entitled to return to the same or an equivalent position.



The ADA and COVID-19: What can you ask?

- Can you take an employee's temperature?
 - Yes. The EEOC guidance states employers may measure employees' body temperature, but remember that not all infected individuals present with a fever.
- Can you ask if an employee is sick or why they cannot come into the office?
 - Yes. An institution is allowed to ask about symptoms consistent with COVID-19, including fever, chills, cough, shortness of breath, or sore throat.
 - An institution is also allowed to send an employee who is displaying symptoms home.

Can “Regular” FMLA be Used?

- **Related to an Illness**
 - If an employee is taking time off to care for an individual with a serious health condition, the employee would be entitled to FMLA leave.
 - A serious health condition is an illness, injury, impairment, or physical or mental condition that involves inpatient care or continuing treatment by a health care provider.
 - With the uncertainties surrounding COVID-19, err on the side of treating virus related absences as a qualifying event.
- **Not Related to an Illness**
 - If an employee must take off time to care for children due to school closures, this would not qualify for FMLA leave.
- If the employee is merely attempting to avoid exposure to the virus, the leave would not be covered by the FMLA.

Q&A



Wellness and Moving Forward

Doreen Perez DNP MS RN-BC FACHA

Adjunct Faculty Brooks College of Health

University of North Florida (UNF)

Director Emeritus Student Health Services UNF

Retired Captain US Army Reserve

Past President American College Health Association

Taking Care of Emotional Health

Basic Security

- Physical
- Emotional



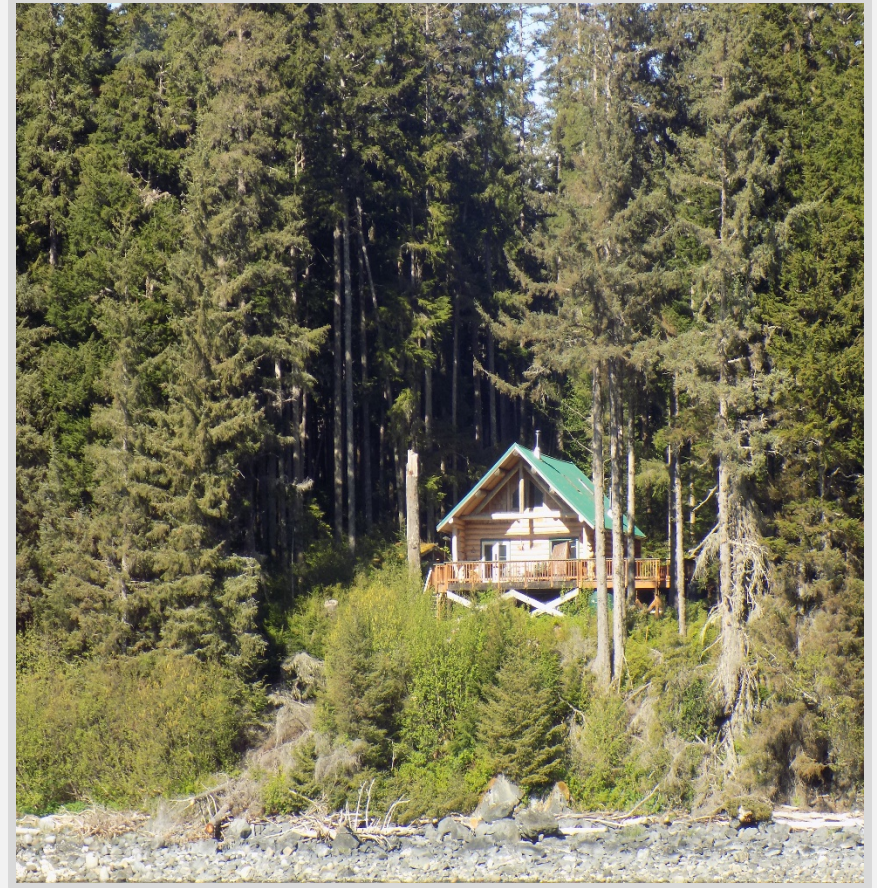
The New Normal

- Social distancing
- Working from home
- Telehealth
- Multi-state licensure for health care providers



Protect Your Immune System

- Sleep
- Anxiety
- Grief
- Exercise
- Time to create your new norm



Productivity

- Follow a schedule
- Direct your attentions
- Take a break/ Unplug
- Serve
- Be good to yourself



References

Gillihan, Seth. 2020. Taking care of emotional health. WebMD Blog

Marshall, Doreen. 2020 Protecting your mental health during the coronavirus outbreak. <https://afsp.org/taking-care-of-your-mental-health-in-the-face-of-uncertainty>

Virgin Pulse, How to manage mental well-being through crisis <https://community.virginpulse.com/managing-mental-wellbeing-building-resilience-coronavirus?submissionGuid=c0183172-ccfc-4955-831b-bf195fc52ce8>

<https://www.samhsa.gov/sites/default/files/dtac/supplemental-research-bulletin-may-2015-disaster-behavioral-health-interventions.pdf>

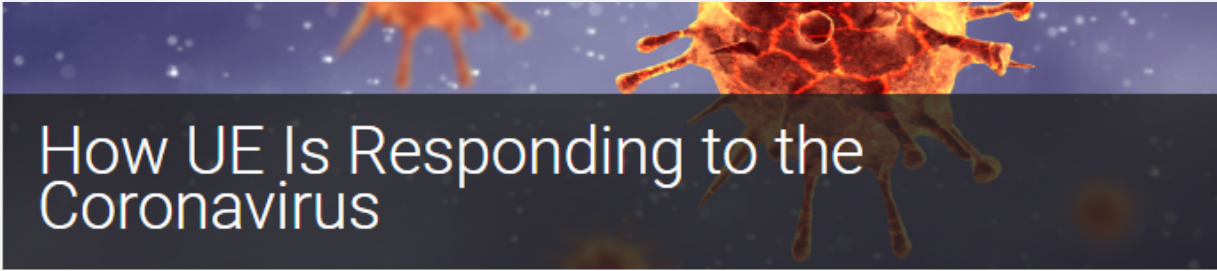


UE Resources



UE Resources

www.EduRiskSolutions.org/Coronavirus



How UE Is Responding to the Coronavirus

While news about the coronavirus (COVID-19) evolves daily, United Educators (UE) remains focused on supporting our members and the education community at large. We have activated our business continuity plan so that we can continue delivering uninterrupted service despite the pandemic.

During this time of uncertainty, we share your concerns about the well-being of those in your communities. We recognize the unprecedented challenges of operating educational institutions in this time of crisis. We will continue developing resources to help you manage risks associated with the coronavirus as you make critical decisions about how best to protect students, staff, and faculty.

We will be thinking about all those impacted by and responding to this crisis, and we wish your community health and safety going forward.

UE is here for you.

- Email your questions about addressing specific risks to risk@ue.org.
- Contact your broker or underwriter with questions about coverage.
- Send new claims to newclaims@ue.org.
- Other questions? Reach out by emailing info@ue.org.

Webinar

Coronavirus: Answering Your Questions

Thursday, April 9, from 1-2:30 p.m. EST

Join us for a webinar on how K-12 schools and higher ed institutions can navigate during the coronavirus (COVID-19) outbreak. In this webinar, speakers from the American College Health Association (ACHA) COVID-19 Task Force and an employment law attorney with expertise in higher education will respond to common COVID-19 questions.

[Register](#)

Resources for Responding to Coronavirus

- [Coronavirus FAQs: What Educational Institutions Need to Know](#)
- [Sharing Campus Resources During the COVID-19 Pandemic](#)
- [Responding to the Coronavirus Outbreak](#)
- [Expanding Telemedicine During the COVID-19 Pandemic](#)

Q&A



Resources

- <https://covidactnow.org/>
- <https://www.worldometers.info/coronavirus/#countries>
- <http://covid19.healthdata.org/projections>
- <https://www.covidlocal.org/#action-1>



Resources

- U.S. Centers for Disease Control and Prevention (CDC)
www.cdc.gov/coronavirus/2019-ncov/index.html
- World Health Organization (WHO)
www.who.int/emergencies/diseases/novel-coronavirus-2019
- American College Health Association (ACHA)
<https://www.acha.org/COVID-19>
- US Department of Education
<https://www.ed.gov/coronavirus>
- CDC for K-12
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html>
- <https://covidactnow.org/>
- <https://www.worldometers.info/coronavirus/#countries>
- <http://covid19.healthdata.org/projections>
- <https://www.covidlocal.org/#action-1>



Mental Health Resources

- University of Arizona

<https://health.arizona.edu/coping-stress-related-covid-19>

- CDC

<https://www.cdc.gov/coronavirus/2019-ncov/prepare/managing-stress-anxiety.html>

- The Tang Center at UC Berkeley

<https://uhs.berkeley.edu/sites/default/files/fearsanxiety-coronavirus.pdf>

- The Coronavirus Sanity Guide

www.tenpercent.com/coronavirussanityguide





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