

You have received this survey because you have been identified as being able to consider questions about decision-making processes used by public health department personnel during the *spring 2009 H1N1 outbreak*. Please do your best to answer each question as you remember the events and decision making processes. There are no right or wrong answers. This survey will focus on how decisions were made, rather than the outcomes of those decision and is NOT intended to evaluate performance.

This survey is expected to take approximately 10 minutes to complete.

Please read and sign the informed consent form below to begin the survey process.

**Consent to Participate in Research
"Crisis Decision Making Processes Used
During the 2009 H1N1 Influenza Outbreak."**

Introduction and Purpose

My name is Harvey Kayman, MD, MPH. I am the Lead Investigator for this project and a Policy Analyst at the Center for Infectious Disease and Emergency Readiness (CIDER), a Cal-PREPARE research center at the UC Berkeley School of Public Health. I invite you to take part in a research study on the decision-making processes used by public health officials. This survey focuses on decisions made

around school closure and/or student dismissal during the spring 2009 H1N1 outbreak.

Procedures

If you agree to participate in the research study, Cal-PREPARE staff invite you to take part in an online survey of crisis decision-making processes used by local health departments during the spring 2009 H1N1 outbreak. The survey will involve questions about your personal decision-making process and that used by your organization. The multiple choice portion of the survey should take about 10 minutes to complete. If you chose to provide written answers the survey may take longer. If at any point you decide you no longer wish to continue filling out the survey, you may exit at any time.

The study team expects to only administer one survey; however, follow-up questions may be needed for added clarification. If so, a study team member will contact you by e-mail to request this as well as what issues need further clarification.

Benefits

There is no direct compensation for participating in this study. The information that you provide will help us to better understand how public health department make decisions. This information will help Cal-PREPARE researchers to identify methods that officials in those

departments found most beneficial in their decision-making. It is hoped that this research will lead to the creation of tools and/or training for public health officials designed to aid their decision-making processes.

Risks/Discomforts

As with all research, there is a chance that confidentiality could be compromised; however, we are taking precautions to minimize this risk. (See below for more detail.)

Confidentiality

Your study data will be handled as confidentially as possible. If results of this study are publishable or presented, individual names and other personally identifiable information will not be used. To minimize the risks to confidentiality, all survey data will be kept in a secure location at the Cal-PREPARE offices at the University of California, Berkeley.

When the research is completed, the study team may save the data and associated notes for research purposes. The same measures described above will be taken to protect confidentiality of these study data.

Rights

Participation in research is completely voluntary. You are free

to decline to take part in the research project. You can decline to answer any questions and are free to stop taking part in the project at any time. Whether or not you choose to participate in the research and whether or not you choose to answer a question or continue participating in the project, there will be no penalty to you or loss of benefits to which you are otherwise entitled.

Questions

If you have any questions about this research, please feel free to contact the Lead Investigator, Dr. Harvey Kayman (hkay20@berkeley.edu), or the Project Manager, Sarah Salter (sarahsalter@berkeley.edu), at 510-642-8974 or 510-672 4123.

If you have any questions about your rights or treatment as a research participant in this study, please contact the University of California at Berkeley's Committee for Protection of Human Subjects at 510-642-7461, or e-mail subjects@berkeley.edu.

CONSENT

I have read and understand this consent form, and I volunteer to participate in this research study. I voluntarily choose to participate, but I understand that my consent does not take away my legal rights in the case of negligence. I also

understand that my participation in every step of this study is completely voluntary. My refusal to participate at any point will not affect my relationship with the University of California, Berkeley, or Cal-PREPARE.

You may print a copy of this consent form to keep for your own records.

If you wish to participate in this study, please sign and date below.

- I accept the above and consent to participate

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What was your position during the H1N1 outbreak of spring 2009?

- Health Officer
- Deputy Health Officer
- County Public Health Department Emergency Preparedness Coordinator
- Communicable Disease Control Officer
- Other

What size was the city/county you worked for during the spring 2009 H1N1 outbreak?

- Small (<100,000 people)
- Medium (100,000-750,000 people)
- Large (>750,000 people)

Which city or county did you work for during the spring 2009 H1N1 outbreak?

Have you ever received training in decision-making processes? (e.g. a decision-making course such as FEMA 241)

- Yes. If so, please describe
- No

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Did you make the decision regarding school closures/student dismissals during the spring 2009 H1N1 outbreak?

- Yes
- No, but I was involved in the decision-making process
- No

How was the decision regarding the school closure and/or student dismissal made during the spring 2009 H1N1 outbreak?

- By one person alone
- By one person with input from others (e.g. internal staff, CDPH, CDC, schools, etc.)
- By group consensus
- Do not know

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Which of the following did you use when deciding whether or not to close schools/dismiss students? Check all that apply.

- Gut feeling
- Based on past experiences
- Rules of thumb
- Standard operating procedure (SOP)
- A list of pro-'s and con-'s
- A list of criteria to consider
- A calculation method using criteria with assigned weights
- Decision-making software
- Other

In reference to decisions around school closure/student dismissals during spring 2009, please score each of the following criteria if it was present in your decision-making process.

	Yes	No
<p>Vulnerable populations (Has the effect on vulnerable populations been taken into account? These populations include groups such as minorities, people with disabilities and other access and functional needs, low-income populations, foreign-language speakers, etc.)</p>	<p>In reference to decisions around school closure/student dismissals during spring 2009, please score each of the following criteria if it was present in your decision-making process. Vulnerable populations (Has the effect on vulnerable populations been taken into account? These populations include groups such as minorities, people with disabilities and other access and functional needs, low-income populations, foreign-language speakers, etc.) Yes</p>	<p>Vulnerable populations (Has the effect on vulnerable populations been taken into account? These populations include groups such as minorities, people with disabilities and other access and functional needs, low-income populations, foreign-language speakers, etc.) No</p>
<p>Public good What are the consequences to the population? How useful/beneficial will my decision be for the</p>	<p>In reference to decisions around school closure/student dismissals during spring 2009, please score each of the following criteria if it was present in your decision-making process. Public good What are the consequences to the population? How</p>	<p>Public good What are the consequences to the population? How useful/beneficial will my decision be for the population as a whole? How effective will this decision</p>

**population as a whole?
How effective will this
decision be in
controlling/mitigating the
spread of disease?)**

**Accountability
(Am I willing to be held
accountable for this
decision?)**

**Distributing benefits and
burdens fairly
(Is one part of the
population bearing more
of a burden or benefit
than another part of the
population? Have efforts
been made toward a more
fair distribution of
benefits and burdens?)**

**Justifiability
(If there is any unfairness
in the distribution of
burden, is it justifiable?)**

**Ensuring public
participation
(Has the public been made
aware of the decision and
its consequences? Has the
public had opportunity to
give input, feedback,
and/or its opinion of the
decision? Have outreach
efforts been made to gain
input from a variety of
population subsets?)**

**Necessity
(Is this decision necessary
to control/mitigate the
spread of disease?)**

**Cost-effectiveness
(Does this decision use
money and other
resources as effectively as**

useful/beneficial will my decision be for the population as a whole? How effective will this decision be in controlling/mitigating the spread of disease?) Yes

In reference to decisions around school closure/student dismissals during spring 2009, please score each of the following criteria if it was present in your decision-making process. Accountability (Am I willing to be held accountable for this decision?) Yes

In reference to decisions around school closure/student dismissals during spring 2009, please score each of the following criteria if it was present in your decision-making process. Distributing benefits and burdens fairly (Is one part of the population bearing more of a burden or benefit than another part of the population? Have efforts been made toward a more fair distribution of benefits and burdens?) Yes

In reference to decisions around school closure/student dismissals during spring 2009, please score each of the following criteria if it was present in your decision-making process. Justifiability (If there is any unfairness in the distribution of burden, is it justifiable?) Yes

In reference to decisions around school closure/student dismissals during spring 2009, please score each of the following criteria if it was present in your decision-making process. Ensuring public participation (Has the public been made aware of the decision and its consequences? Has the public had opportunity to give input, feedback, and/or its opinion of the decision? Have outreach efforts been made to gain input from a variety of population subsets?) Yes

In reference to decisions around school closure/student dismissals during spring 2009, please score each of the following criteria if it was present in your decision-making process. Necessity (Is this decision necessary to control/mitigate the spread of disease?) Yes

In reference to decisions around school closure/student dismissals during spring 2009, please score each of the following criteria if it was present in your decision-making process. Cost-effectiveness (Does

Accountability (Am I willing to be held accountable for this decision?) No

Distributing benefits and burdens fairly (Is one part of the population bearing more of a burden or benefit than another part of the population? Have efforts been made toward a more fair distribution of benefits and burdens?) No

Justifiability (If there is any unfairness in the distribution of burden, is it justifiable?) No

Ensuring public participation (Has the public been made aware of the decision and its consequences? Has the public had opportunity to give input, feedback, and/or its opinion of the decision? Have outreach efforts been made to gain input from a variety of population subsets?) No

Necessity (Is this decision necessary to control/mitigate the spread of disease?) No

Cost-effectiveness (Does this decision use money and other resources as effectively as possible?) No

Administrative feasibility (Is it possible for this decision to be implemented?)	<p>this decision use money and other resources as effectively as possible?) Yes</p> <p>In reference to decisions around school closure/student dismissals during spring 2009, please score each of the following criteria if it was present in your decision-making process. Administrative feasibility (Is it possible for this decision to be implemented?) Yes</p>	Administrative feasibility (Is it possible for this decision to be implemented?) No
Role (Is this decision within the scope of your job description?)	<p>In reference to decisions around school closure/student dismissals during spring 2009, please score each of the following criteria if it was present in your decision-making process. Role (Is this decision within the scope of your job description?) Yes</p>	Role (Is this decision within the scope of your job description?) No
Proportionality (Is this decision proportional to the size of the problem?)	<p>In reference to decisions around school closure/student dismissals during spring 2009, please score each of the following criteria if it was present in your decision-making process. Proportionality (Is this decision proportional to the size of the problem?) Yes</p>	Proportionality (Is this decision proportional to the size of the problem?) No
Legality (Is this decision allowable under the law?)	<p>In reference to decisions around school closure/student dismissals during spring 2009, please score each of the following criteria if it was present in your decision-making process. Legality (Is this decision allowable under the law?) Yes</p>	Legality (Is this decision allowable under the law?) No
Political feasibility (Will the public support/accept this decision? Will those with political power accept this decision?)	<p>In reference to decisions around school closure/student dismissals during spring 2009, please score each of the following criteria if it was present in your decision-making process. Political feasibility (Will the public support/accept this decision? Will those with political power accept this decision?) Yes</p>	Political feasibility (Will the public support/accept this decision? Will those with political power accept this decision?) No
Political pressures (Is this decision necessary to keep the population trusting of the public health division of the government?)	<p>In reference to decisions around school closure/student dismissals during spring 2009, please score each of the following criteria if it was present in your decision-making process. Political pressures (Is this decision necessary to keep the population trusting of the public health division of the government?) Yes</p>	Political pressures (Is this decision necessary to keep the population trusting of the public health division of the government?) No
Additional consideration(s) Please list, describe, and score any additional criteria you may have taken into consideration on next page if applicable.	<p>In reference to decisions around school closure/student dismissals during spring 2009, please score each of the following criteria if it was present in your decision-making process. Additional consideration(s) Please list, describe, and score any additional criteria you may have taken into consideration on next page if applicable. Yes</p>	Additional consideration(s) Please list, describe, and score any additional criteria you may have taken into consideration on next page if applicable. No

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In reference to decisions around school closure/student dismissals during spring 2009, please score each of the following criteria on its importance in your decision-making process from 1 to 5.

Not at all important		Slightly Important	Somewhat Important	Important	Very Important
1	2	3	4	5	

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Did you reconsider your initial decision in the light of additional or changing evidence?

- Yes. If so, what prompted your office to revisit the decision?
- No

Were you satisfied with the process used to make the decision in this event?

- Yes
- No

Why or why not?

Which of the following (if any) would help you and/or your health department make better decisions? Check all that apply.

- Information on decision-making, hidden biases, and traps (have e.g. brochures, published reports, etc)
- A checklist of criteria to consider
- Information and training on how to form better collaborations with other agencies
- Training or workshops in decision-making
- Decision-making programs or software
- Nothing. I do not think good decision-making can be taught
- Other

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The following question is a hypothetical scenario:

Suppose you are the lead public health official of a county in California. An elementary school located in your county, with a majority of children on the free and reduced lunch program, has reported three children sent home for having "flu-like symptoms." An unknown number of people had "flu-like" symptoms in Mexico where over 100 deaths were reported in a one-week period. At this point this is all the information you have.

After observing the situation described, the next immediate step in your process is to...

- Develop a policy for when schools should close or dismiss students
- Issue a school dismissal guidance for elementary school managers
- Familiarize yourself with other school closure/dismissal policies from surrounding areas

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Did you have any insights into your decision-making process through the exercise of completing this survey? Do you have any additional information or thoughts you would like to share on your decision-making processes either during the H1N1 outbreak or in general?

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