ICS and Public Health

Facilitator's Guide

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- Advisory Committee members of the Institute for their contributions to this training

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Table of Contents

Guide Overview

This is an online learning tool that can be accessed anytime for independent learning at *http://sites.bu.edu/masslocalinsitute/*. However, in order to meet the training needs of a variety of audiences across Massachusetts, this Facilitator's Guide (Guide) has been designed to assist with a group-based delivery in flexible time segments. Please note that the Guide provides suggestions and guidelines for how to conduct the training. Each facilitator can adapt the guidelines and/or incorporate his or her own training methods to best meet the needs of any given group who will partake in this training.

Two options for a facilitator-led training are available.

1.   Access via high-speed internet: *http://sites.bu.edu/masslocalinsitute/*
2.   Access via CD. A CD is available if you do not have high speed internet access to the online training. To request a copy of this training on CD, please contact the Local Public Health Institute of MA at lphi@bu.edu.

For either option, move through the training by following the Table of Contents. Use the scroll bar on the right-hand side to move up and down the page. Click on 'next page' or a page number to move between pages.

The course contains multiple webpages with subject content, links to other websites, activities and exercises, and video clips. You should discuss all of the content, play the videos, and conduct the activities and exercises. You should also illustrate some of the links and resources, as time allows. Be sure participants understand that this training is the equivalent of an online Resource Manual so they should be encouraged to access it frequently.

The Guide also provides teaching tips, estimated times for completion, facilitator notes, and supplemental activities or discussion topics. Please note that the online training serves as a valuable resource to all classroom facilitators because it has dozens of links to:
- statutes and regulations that explicitly outline roles, responsibilities, and authority
- carefully selected online resources that provide valuable information for dealing with public health issues

We hope that you find the content and suggestions provided in this Guide useful. We invite you to submit your comments – your opinions and suggestions help to improve our Guides.

November 2016   Kathleen MacVarish
                       Jen Tsoi
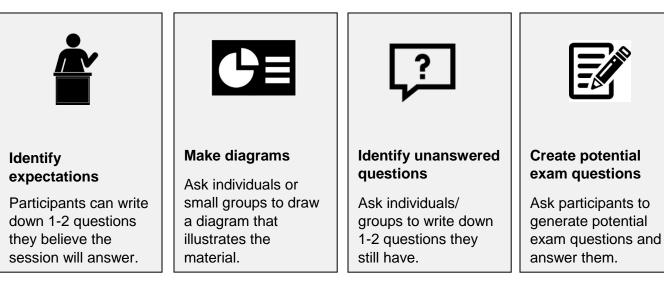   Seth Eckhouse

Before You Begin

✓ Plan approximately 1 hour to complete this online training. For a classroom setting, plan an additional 30 minutes to an hour to allow time for group discussion and activities.

✓ Complete the online training on your own.

✓ Read this Facilitator's Guide to become familiar with the content and flow. We suggest you print this Guide before you start the online training, so you can take notes as you complete the training.

✓ As you complete the training and review the Facilitator's Guide, look for segments to include examples specific to your audience and your own experience.

✓ Decide if you want to print out any of the webpages, links, or resources for activities or discussion. You can find all answers to the discussion questions in their related webpages.

✓ Determine what equipment you want to incorporate into delivering the training.

✓ Think about other tools you might wish to supplement the training with, such as flipcharts, diagrams, icebreakers, or activities.

✓ If your participants are seeking contact hours, tell them to complete the pre-test online before attending your training and remind them to complete the post-test and evaluation online at the end of the training.

Participants must register to establish a learner profile and complete the pre-test, post-test, and the evaluation for a certificate of completion with contact hours.

Teaching Tips – Alternatives to "Are there any questions?"

Often asking "*Are there any questions?"* only elicits response from the same few people who are willing to speak up.

The alternatives suggested below are designed to involve learners more actively.

Identify expectations	**Make diagrams**	**Identify unanswered questions**	**Create potential exam questions**
Participants can write down 1-2 questions they believe the session will answer.	Ask individuals or small groups to draw a diagram that illustrates the material.	Ask individuals/ groups to write down 1-2 questions they still have.	Ask participants to generate potential exam questions and answer them.

Working with Small Groups

Having learners work in small groups is a good way to increase involvement. When making small group assignments:

- Groups should be no larger than seven people.
- Assign a group leader or reporter.
- Give specific and simple directions.
- Ask for specific and concrete products - list, diagram, summary, illustration, etc.
- Set a time limit.
- Let the learners do the work. Facilitate discussions rather than lead them.

Introduction (Page 2)

Introduce yourself and provide some background information on your public health experience. Have participants introduce themselves and describe where they work, what they do, and what their backgrounds are. Participants should also state what they hope to learn from the course.

Explain that this training will also serve as a valuable resource to all LBOH members and health department staff because it has links to:

- statutes and regulations that explicitly outline roles, responsibilities and authority
- carefully selected online resources that provide valuable information for dealing with public health issues

Discuss the purpose of the course. The purpose of this course is to offer an introduction to the concepts of planning, particularly as they would apply in a public health scenario. It is essential that public health officials meet the requirements of the National Incident Management System (NIMS) and work collaboratively to ensure that the public health portion of the multi-agency response to emergencies is smoothly implemented. In order to do that, local public health staff must be familiar with and use the standard incident command system (ICS) structure. This course is not intended to replace FEMA or courses given by other organizations on emergency preparedness and planning or ICS.

Review Learning Objectives.

After completing this training, you will be able to**:**

- Describe the purpose and components of NIMS
- Explain how ICS fits into NIMS
- Recommend ways that ICS can be used for planned and unplanned incidents
- Assess an incident using the five steps of planning from the Planning P tool
- Apply the ICS structure to a planned public health scenario

National Incident Management System (NIMS) (Page 3)

Explain the origin of the National Incident Management System (NIMS) and why we need it.

Discuss the six components of NIMS.

List the three key organizational systems that fall under the NIMS umbrella.

Note that NIMS is also used across the spectrum of the Disaster Management Cycle (preparedness, response, recovery, and mitigation), not just during emergencies.

Conduct the Quiz Group with participants.

Review the chart of what NIMS is and is not.

Incident Command System (ICS) (Page 4)

Describe ICS and why it is important.

Detail the main positions in the ICS structure and the responsibilities of each, using the flow chart image.

Discuss other instances in which ICS can be used other than in emergency situations.

Review the two examples and **conduct** the test and quiz questions after each.

Planning (Page 5)

List the three steps of any planning process.

Describe the concept of management by objectives.

Detail what the acronym SMART means in reference to incident objectives.

Define an incident action plan (IAP).

Name the five steps of planning, using the Planning P to illustrate them.

Review the five steps using the real world scenario provided.

Emphasize the importance of demobilization and debriefing.

Scenario (Page 6)

Conduct the flu clinic scenario with participants.

Conclusion and Additional Resources (Page 7)

Encourage participants to use the Job Aid that summarizes key points from the training for future reference.

Review the Learning Objectives.

- Describe the purpose and components of NIMS

- Explain how ICS fits into NIMS

- Recommend ways that ICS can be used for planned and unplanned incidents

- Assess an incident using the five steps of planning from the Planning P tool

- Apply the ICS structure to a planned public health scenario

Offer additional resources for further information.

Certificate of Completion
At the conclusion, remind participants that if they would like a certificate of completion with contact hours, they must log in to the Institute's website and complete the pre-test, the post-test and the evaluation.